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By-Campbell, Robert E.; And Others

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A national survey of vocational guidance in secondary education was conducted in the fall of 1966. The purposes of the survey included: (1) to describe the present status of guidance in public secondary schools in terms of services, functions of counselors, and student contact, (2) to provide a reference point for future surveys, (3) to compare the viewpoints of school administrators, counselors, teachers, students and parents on guidance issues, (4) to compare guidance programs by type of secondary school, (5) to identify needed changes in the professional education of the counselor, and (6) to identify needed research in program planning. Six types of public secondary schools were surveyed: urban comprehensive, rural comprehensive, urban general academic, rural general academic, urban vocational, and are vocational-technical. Principals, counselors, teachers, parents, and students representing 355 schools from 48 states returned a total of 6,484 completed questionnaires. The survey findings were reported in 62 tables. Detailed comparisons were made both by type of respondent and type of school, as well as broader analyses of major issues. (CH)

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THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION

RESEARCH 36

THE OHIO STATE UNIVERSITY
1900 Kenny Rd., Columbus, Ohio, 43212

vocational guidance in secondary education

results of a national survey

VT007814

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VOCATIONAL GUIDANCE IN SECONDARY EDUCATION
RESULTS OF A NATIONAL SURVEY.

& And Others

ROBERT E. CAMPBELL, *Project Investigator*

Research Staff:
DONALD F. EGGEMAN
MELVIN L. GARY
ROBERT W. GLOVER
MILLER S. MAKEY
CHANDRA M. MEHROTRA
DONNA M. NAGELY

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
1900 KENNY ROAD, THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO 43212

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PREFACE

In improving and extending programs of vocational and technical education, it is recognized that vocational guidance has been assigned a vital role. The need for a national survey to establish "bench mark" data and to identify fresh insights and perspectives concerning the status of vocational guidance was supported during the National Interdisciplinary Seminar on Vocational Guidance conducted by The Center for Vocational and Technical Education in January, 1966.

This publication reports the finding of this national survey. We hope it will be of use to a wide range of professional workers in vocational and technical education, education, and counselor education. Specifically, the results should be of assistance to state directors of vocational education and guidance in planning for unmet needs and further improvement of working relationships among specialized personnel. Also, it should provide information needed to justify improved funding and further development in this critical area. Local school district personnel should benefit from the findings in terms of identification of needed services, cooperation and referral liaisons among relevant agencies, and procedures for recruiting and selecting vocational students. Insights into improving relations among specialized personnel also should be gained. Counselor educators should be interested in the implications of the study as they would relate to adjustments in counselor training programs. There are also implications for the researcher and for professional associations.

We would like to acknowledge the valuable information provided by the approximately 7,000 respondents (parents, teachers, students, school administrators, and counselors). Special recognition is due Dr. Robert E. Campbell, specialist in occupational psychology, and Donald F. Eggeman, Melvin L. Gary, Robert W. Glover, Miller S. Makey, Chandra M. Mehrotra, and Donna L. Nagely, research associates, for their work on the project. We appreciate the efforts of the following persons who reviewed the publication: Mr. John G. Odgers, state director of guidance and testing, Ohio State Department of Education; Dr. Edward J. Morrison, research coordinator for The Center; and Dr. James W. Hensel, agricultural education specialist at The Center. We are particularly indebted to The Center publication and clerical staff for their role in helping complete the report.

We trust that, in addition to providing insights for improving current practice, that this study will provide a base point for additional research, development, and training activities in this important area.

Robert E. Taylor
Director, The Center

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SUMMARY

A national survey of vocational guidance in secondary education was conducted in the fall of 1966. The survey was designed to 1) describe the present status of guidance in public secondary schools in terms of services, functions of counselors, and student contact; 2) provide a reference point for future surveys; 3) compare the viewpoints of school administrators, counselors, teachers, students and parents on guidance issues; 4) compare guidance programs by type of secondary school; 5) to identify needed changes in the professional education of the counselor; and 6) identify needed research and program planning.

Six types of public secondary schools were surveyed, urban comprehensive, rural comprehensive, urban general academic, rural general academic, urban vocational, and area vocational-technical. Principals, counselors, teachers, parents, and students representing 353 schools from 48 states returned a total of 6,484 completed questionnaires.

The survey findings were reported in 62 tables. Detailed comparisons were made both by type of respondent and type of school as well broader analyses of major issues. Some of the major findings were as follows:

Guidance services. Counselors typically devoted the largest block of their time to counseling with individual students (a median of 40 percent), and budgeted the remaining time in small portions to a large range of guidance activities. The largest block of individual counseling was related to college education. In most instances the counselor was greatly overextended in attempting to fulfill guidance service expectations. Counselors reported a median ratio of 380 students per counselor.

Student utilization of guidance services. Counselors reported that educational guidance was sought more frequently followed by vocational guidance and personal adjustment counseling. Students indicated that they have obtained guidance from many kinds of persons other than the guidance counselor, but most frequently from their teachers, parents, and friends. Although students were aware of the availability of guidance services within their school, there was a marked discrepancy between services available and services used; much smaller proportions of students used the services. Seniors who had been in the same school for three or four years reported a median of four individual counseling conferences for all years. The median length of individual conferences was 16 minutes.

Pre-entrance guidance of students for vocational programs. Although both teachers and counselors assisted in helping students enter vocational programs, in most schools no one assumed the prime responsibility for this task. Other than student interest, there was no consensus among counselors on criteria used in the admission of students for vocational programs.

Program differences by type of school. For most guidance services, each category of respondent was internally consistent across types of schools in the degree to which they endorsed the

various services. When differences did occur, it typically occurred for the cluster of services pertaining to "outside the school" activities, e.g., conferences with potential employers, and job placement. Area vocational schools gave more support to these services than the five other types of schools. The findings suggested that schools should be encouraged to shape their own individual guidance programs as a function of their student needs and that no attempt should be made to impose a standard model on all programs.

The role of teachers in guidance programs. There was close agreement between teachers and counselors on the guidance services in which teachers "could" and "do assist." Teachers reported that they "could assist" more than they are currently doing. At present only a small minority assist with specific services. To increase teacher involvement, at least two problems would have to be solved, i.e., the integration of class and guidance activities, and the development of classroom guidance materials.

Counselor education. Ninety percent of the counselors held advanced degrees and 84 percent reported being certified for guidance in their respective states. Approximately half of them have had some formal coursework in vocational education. Counselors suggested a number of ways in which their training could be imporved and a substantial proportion felt that specialized training experiences should be provided to counselors working primarily with vocational students.

Needed changes in guidance programs. A number of needed changes were proposed by the respondents. These included for example, a reduction of student-counselor ratios to 200:1 or less; enlargement of guidance staffs, increased services, and improved facilities. Anticipated changes were far fewer than suggested changes, implying that both principals and counselors do not anticipate fulfilling their programs needs soon.

Recommendations. The root problem identified by the survey seems to be one of selecting for the guidance program a set of appropriate goals which are attainable within the current and projected resources of the school. In this study, the services and functions expected from the programs characteristically were far more than the guidance staff could be expected to provide with available resources and methods. This mismatch between program requirements and resources seems likely to continue if present practices persist. If guidance programs are to be effective in meeting service needs with limited resources, they must be designed systematically and realistically to achieve a set of clearly stated objectives (in terms of measurable student behaviors), selected from a much larger set of possible objectives. As resources are increased, the set of stated objectives can be expanded as warranted by the resources. Methods for achieving the objectives must be designed or selected to accomplish their purpose efficiently; the choice cannot be restricted to methods previously used. The use of systems methods was proposed to improve guidance programming. The steps of a systems approach for the design of guidance programs was outlined. A brief review of innovative guidance methods was recommended as well as problems for further research.

VOCATIONAL GUIDANCE IN SECONDARY EDUCATION

RESULTS OF A NATIONAL SURVEY

CHAPTER I

INTRODUCTION

Guidance in general, and especially guidance for vocational education, has been the subject of considerable criticism and suggested revision. Critics have advocated evaluation and revision of counselor education and have recommended numerous other changes including elimination of college and middle class bias, reduction of excessive student-counselor ratios, more effective coordination of cooperation among school personnel, expansion of services, and improved occupational information (Barry and Wolf, 1962; Campbell, 1966; McDaniels, 1965; Venn, 1964; and Wilson, 1965). Kaufman, Schaefer, Lewis, Stevens, and House (1967), in their study of vocational education programs concluded that:

> It was consistently found (except in the separate vocational-technical schools) that most of the guidance people were college-oriented and that they depended on the student to take the initiative in seeking information in order to make a vocational choice. In fact, very few counselors interviewed had any education or experience in vocational counseling techniques. Obviously, part of this fault lies in the continuing need for more courses in the preparation of counselors related to vocational guidance. The guidance segment of our educational system should give adequate consideration to the vocational, as well as the academic, aspects in the placement of qualified youth. It is apparent that there has to be developed a program of training for counselors, especially at the junior high school level, which will expose them to vocational offerings within the school system in a way that will give them a full understanding of the role of vocational education. This would make their guidance procedure more effective in selecting and exposing the youth to the vocational-technical education program which will best serve their needs.
>
> Still another factor impeding the progress of good vocational guidance was the small number of students that could actually be accommodated by the well-equipped and outstanding offerings found in the large communities. In the eyes of some guidance counselors it appeared that vocational schools were being set up more or less as the elite offerings for only the most qualified students and the remainder, who might be able to benefit from such a program, were given little or no consideration. The vocational teachers, however, did not believe that vocational education was an elite offering.

At the National Seminar on Guidance in Vocational Education sponsored by The Center, it was recommended that a national survey of guidance be conducted to provide the data needed to assess the current status of guidance and to assess future changes (Campbell, 1966). Seminar participants were especially concerned that the survey lead to programmatic guidelines for improving guidance. The present study is a follow-up of the seminar's recommendations. It is intended that the findings of this survey provide a "bench mark" for similar surveys aimed at assessing our guidance programs periodically. Such feedback from key individuals (school administrators, counselors, teachers, students, and parents) on the "firing line" of guidance programs is essential to evaluation of the effectiveness of our programs.

There have been several previous surveys of guidance (Jones and Miller, 1954; McDaniels, 1965; Waters and Zenger, 1966; and Wrenn, 1962), but most of these provided limited information as they were confined to either a particular state or school and/or restricted to one type of respondent. This study attempted to be more comprehensive by 1) obtaining a national sample, 2) including all types of secondary schools, and 3) surveying all types of key individuals.

OBJECTIVES OF THE SURVEY

1. To Provide a Description of the Present Status of Guidance in Public Secondary Schools on the Following Issues:

a. Services Provided by Guidance Programs

What services are provided by guidance programs? What services should be provided? There have been different viewpoints expressed on this issue. Some authorities have outlined as many as twenty services whereas others have limited the list to four or five. In actual practice, the final decision seems to be determined largely by the local school setting and the needs of its clientele. Typically, high school guidance programs are over-extended and personnel shortages limit the services which can be offered. Although most counselors may recognize the need for a more comprehensive range of services, they probably would be reluctant to attempt expanding services without a parallel expansion of personnel. Probably the most crucial management problems for guidance are the selection of services to be offered and the acquisition of resources adequate to support these services in a quality fashion.

b. The Role and Functions of Guidance Counselors

Various authorities have expounded on this problem over the years (Borow, 1964; Hoyt, 1966; Peters and Hansen, 1966). A number of sub-problems are associated with the counselor's seemingly clearcut role. One of the major problems is "how many hats" can a guidance counselor realistically wear within the organizational constraints of his school setting. It is difficult for a counselor to focus on any one specific function (e.g., helping a student choose an occupation) due to the great range of conflicting demands on his time. The role problem boils down to the selection of a subset of functions which he can perform simultaneously and effectively.

c. Student-Counselor Ratios

Obviously, the student-counselor ratio issue overlaps with the issues of "counselor's role" and "service expectation" described above. Over the years, the student-counselor ratio has been gradually reduced, but it still is considered far from optimum in most programs. A number of factors contribute to the choice of an optimum student-counselor ratio in a particular setting, including such matters as the amount of individual counseling expected of the counselor, the range of services to be provided, teaching responsibilities, school administration and committee responsibilities. Counselors and pupil personnel teams working with high student-counselor ratios face a difficult problem in distributing their time over a variety of school and service functions. If the ratio is too high, the individual student may be deprived of needed services, and this is especially serious when the amount of time available for individual counseling is restricted.

2. To Provide a Reference Point for Future Surveys

It is intended that the results contained in this report will serve as a data base for future comparative studies. Perhaps more important is the hope that the report will trigger improvements in guidance and educational programs.

3. To Examine the Differences and Similarities in the Viewpoints of School Administrators, Counselors, Teachers, Students and Parents on Major Issues in Guidance

A complaint frequently expressed by critics of guidance is that the guidance programs are not fulfilling the guidance needs of the students. To shed some light on this complaint, the respondents in this study (school administrators, counselors, teachers, parents and students) were asked a number of questions concerning this issue. They also were asked for opinions and suggestions to improve guidance programs and services.

4. To Compare Guidance Programs Across Different Types of Public Secondary Schools

This objective is concerned with determining whether different types of secondary schools provide different guidance services as a function of the type of school. Some authorities argue, for example, that more job-adjustment counseling and job placement assistance should be provided by vocational schools, than by urban general academic schools. Others feel that guidance services and programs should vary as a function of the needs of a particular school population and community. This also can have implications for pre- and in-service training of the professional counselor.

5. To Identify Needed Changes in the Professional Education of the Counselor

The traditional counselor training program is being subjected to considerable examination as evidenced by several recent national conferences specifically on this topic (Gysbers, 1967; and Wilson, 1965). A major concern is the development of a counselor education formula which realistically reflects the range of competencies demanded of the counselor as a professional. Suggested revisions in counselor preparation have included such recommendations as a block of courses in vocational education, industrial work experience, State Employment Service local office exposure, state guidance supervisory internship, training in group counseling, and a better knowledge of community referral services. An objective of this survey is to add to our knowledge for continued improvement of counselor education by identifying needed changes in the training program.

6. To Identify Needed Research and Program Planning, and to Encourage the Adoption of Program Changes as Warranted by the Survey Findings

Chapters II through V of this report present the survey findings related to the objectives listed above. Following a description in Chapter II of the methods, procedures and characteristics of the sample, Chapter III reports on the guidance services currently offered by the programs sampled, Chapter IV presents findings on the opinions and suggestions of respondents concerning guidance services, and Chapter V describes the professional preparation of the counselors. Finally, Chapter VI summarizes the entire study and provides an interpretive analysis of the findings in terms of the major objectives.

CHAPTER II

PROCEDURE AND THE SAMPLE

This chapter describes the survey questionnaires, the procedures for selecting schools and respondents, the mechanics of collecting data, and the characteristics of the schools and respondents (counselors, principals, teachers, students and parents).

THE QUESTIONNAIRES

Data were collected by five questionnaires, one for each type of respondent, specifically designed to obtain information on major problems and issues in educational and vocational guidance.

The questionnaires were developed by analyzing the current guidance trends, issues and problems as reflected in the professional literature and in previous guidance surveys. Categories of guidance issues were identified and questionnaire items were prepared for each type of issue (e.g., student-counselor ratios). From the pool of items for each category, appropriate items were selected for each type of respondent. Practical research constraints such as the number of questions which reasonably could be asked, the number of respondents to be surveyed, the length of time required to complete the questionnaire, and the content of the questions limited the number of issues which could be surveyed.

A preliminary version of each questionnaire was reviewed as appropriate by principals, counselors, teachers, students, parents, and counselor and teacher educators for clarity, length, readability, and general content. Suggested modifications were incorporated to improve the general content and format of the questionnaires, final versions of which are displayed in Appendix B.

A number of items were common to all of the questionnaires so that comparisons could be made of the responses by different categories of respondents. Each questionnaire included items on the following: 1) guidance services as they presently exist, 2) perceptions of existing guidance services, 3) recommendations for improving guidance services, and 4) the professional education of the counselor. Items regarding school and respondent characteristics were also included in appropriate questionnaires.

Both closed- and open-ended questions were used. The following questions are typical:

Closed (or fixed-alternative) question:

> 28. Rank the following kinds of guidance services in order of frequency sought by students. Assign the rank of 1 to that kind of help which is most frequently sought by students, 2 to that which is second most frequently sought, etc.

______ Educational Guidance
______ Personal Adjustment Counseling
______ Vocational Guidance

Open-ended question:

17. Please describe the kinds of work experience which you think would be most useful to a guidance counselor in providing vocational guidance to students.

SELECTION OF SCHOOLS

In selecting the schools for this survey, the goal was to obtain a sample of each of the six types of public secondary schools from different parts of the United States. As the sampling procedure differed from one school type to another it will be described separately for each type of school. Different procedures had to be used for each type of school since no national directory of schools was available from which to draw random samples for each of the six types of schools. The list of schools was compiled in the late fall of 1965.

Urban Schools

Letters (Appendix A) were sent to the superintendents of the nation's 453 largest school districts (total enrollment of each 12,000 or more) listed by the U. S. Office of Education, requesting a list of secondary schools in their district. They were asked to classify the schools according to the following definitions:

a. Vocational High Schools: Schools in which every student is enrolled in a vocational program.

b. Comprehensive High Schools: Schools offering a general academic program as well as vocational programs in at least three of the following areas:

    Vocational Home Economics
    Vocational Business Education
    Distributive Education
    Trade and Industrial
    Vocational Agriculture
    Health Occupations

c. General Academic High Schools: Offering programs in less than three of the above areas of vocational education.

Institutions serving exclusively post-high school students were not to be included in the lists.

Since only 62 urban vocational schools (representing 21 states) were reported, all were solicited for participation in the study. For comprehensive and general academic schools, three or more schools for each type were selected randomly from those reported in each state. Where a school district reported schools in each of the three categories, one of each type was selected from that school district. The final sample included 175 urban comprehensive schools representing 45 states, and 151 urban general academic schools representing 39 states.

Rural Schools

The 1960 U. S. Census data were used to identify rural counties, defined as counties with 30 percent or less or its population living in urban areas. Five rural counties were randomly selected from each state. The county school administrator of each selected county was asked to submit a listing of the different types of secondary schools in his county, using the definitions given above (Appendix A).

County school administrators from 28 states reported 62 comprehensive and 136 general academic schools. All of these schools were asked to participate in the study.

Area Vocational Schools

State directors of vocational education from all 50 states were asked to provide listings of the area vocational-technical schools in their states (Appendix A). An area vocational-technical school was defined as a vocational school serving more than one school district. The sample did not include schools limited to post-high school students. Only 18 states reported having area schools and all 152 schools reported were included in the sample. Throughout the remainder of this report, area vocational-technical schools will be referred to as area vocational schools.

COLLECTION OF DATA

In the fall of 1966, the principal of each selected school received a letter (Appendix A) describing the objectives of the study and the mechanics of collecting data. He was told that "the study is aimed at assessing the national status of guidance, and is not an evaluation of your specific guidance program." The principal was asked to distribute a total of 22 questionnaires to five different groups within his school according to the following procedure:

1. Counselor Questionnaire (1)--This packet should be distributed to one of your counselors. The time required to complete this packet is 30 minutes.

2. Teacher Questionnaire (5)--These packets should be distributed to five teachers. In the event that your school staffs are both vocational and general education teachers, it is desirable that three go to the former and two to the latter. The time required to complete this packet is 20 minutes.

3. Student Questionnaire (10)--These questionnaires should be distributed as randomly as possible to senior students. The time required to complete this questionnaire is 15 minutes.

4. Parent Questionnaire (5)--These packets should be distributed to five parents of senior students in your school. Again randomness is desired. The time required to complete this packet is 15 minutes.

5. Administrator Questionnaire (1)--Please complete this questionnaire yourself. The time required to complete this questionnaire is 15 minutes.

Each respondent was instructed to return his completed questionnaire in a sealed envelope to the principal. A self-addressed, stamped envelope was enclosed with the packet of questionnaires for returning those completed.

Approximately two months after the principals received the initial packet, two follow-up letters (Appendix A) were sent to the schools which had not returned the questionnaires. The first was sent to all schools which had not returned the questionnaires. The second was sent only to vocational and area vocational schools since the rate of returns was comparatively low (about 25%) for these schools. As a result of the follow-up letters the rate of returns improved from 15 to 35 percent by the type of school. The second follow-up letter to vocational and area vocational schools requested more specific information attempting to assess the reasons for the lack of response as described below:

☐ Please check the box(es) which apply to your school:

☐ We are in the process of completing the first questionnaire sent to us.

☐ We would like a new packet of questionnaires forwarded to the above address.

☐ We have no guidance counselor.

☐ We have no guidance program.

☐ Others.

☐ We do not plan to participate. (A reason would be helpful.)

Analysis of the responses to the check list indicated that 43 percent of the non-participating vocational and area vocational schools either did not have a guidance counselor or guidance program, or had just started a guidance program and, therefore, were not in a position to participate in the study (Table 1). Twenty-two percent requested and received new packets of questionnaires. The remaining 35 percent indicated that they were in the process of completing the questionnaire.

A second type of follow-up was used several months after the two follow-up letters. The purpose of this follow-up was to check for possible systematic reasons which might account for the schools which had not responded. This was done by randomly telephoning 20 principals from all types of schools who had neither responded to the initial letter nor the subsequent follow-up letters. In the telephone interview, the principals were told, "We are trying to identify any systematic reasons for not getting a response from you." Sixty-five percent of the 20 principals reported that they had either not received the packet or that it had been misplaced, and the remaining 35 percent reported that they did not have time to participate in the study due to the press of school activities.

The principals were also asked: 1) whether they had a guidance counselor on their staff, and 2) if they had a counselor, what was the student-counselor ratio. It was found that 20 percent of these schools did not have a counselor; 25 percent had a half-time counselor; and 55 percent had a full-time counselor. The average student-counselor ratio in the schools which did have a counselor was 400 students per counselor.

The major reasons given by principals, both by phone and by letters, for not participating in the study fell into four categories: 1) administrative policy which restricted participation in research activities outside the school district; 2) not wanting to participate due to either a.) no guidance program, b.) a new school in the process of developing a guidance program, and c.) a very limited guidance program; 3) failure to receive the packet of questionnaires or follow-up letters due to change of address or incorrect address; and 4) too busy with the demands of school activities to allow school staff to participate, or felt that it was too large a task to ask of the school staff.

Table 1 gives the breakdown of responses finally obtained from the different types of schools. Of the 738 schools contacted, a total of 429 responded by letter or phone and a final total of 353 schools (48%) returned usable, completed questionnaires. The 76 schools who responded, but did not return usable completed questionnaires, did so for one or more of the reasons stated above. Appendix C gives the number of each category of respondents receiving and returning questionnaires by state and by type of school. The total return for all six types of schools represents responses from 48 states.

SCHOOL CHARACTERISTICS

Principals provided descriptive information about their schools. The principals reported that 65 percent of the participating schools were three or four-year high schools. The other 35 percent varied as to grade arrangements; for example, 13 percent included grades one through twelve and 12 percent included grades seven through twelve. Regardless of grade arrangement, all participating schools served at least ten through twelve.

A large range of sizes of high schools was included in the sample. The graduating class sizes varied from less than 50 to

TABLE 1

Total Response By Type of School

Type of School	Number asked to participate	Participated		Responded but did not participate		Total Response	
		Number	Percent	No Counselor	Did not wish to participate	Number	Percent
Urban Comprehensive	175	95	54%	1	8	104	59%
Rural Comprehensive	62	37	60	1	0	38	61
Urban General Academic	151	67	44	2	8	77	51
Rural General Academic	136	52	39	5	2	59	43
Urban Vocational	62	32	52	3	10	45	73
Area Vocational	152	70	46	19	17	106	70
All Schools	738	353	49	31	45	429	58

over 400 students. Table 2 shows the distribution of schools by size of high school graduating class. The most common size was 400 or more and the median was 193. Although exact figures were not obtained on total enrollment for all schools it can be estimated from Table 2 that the schools in this sample represent at least 70,000 seniors.

TABLE 2

Size of High School Graduating Classes

(324 Schools)

A-6*

Size	Percent of Schools
50 or less	18%
50-99	15
100-149	11
150-199	7
200-249	3
250-299	5
300-349	4
350-399	4
400 or more	31

*Indicates that this table is based on the data obtained from the Administrator questionnaire, item #6. This code will be used throughout the report to indicate the questionnaire item source. Other abbreviations are C (Counselor); T (Teacher); S (Student) and P (Parent).

Table 3 shows the distribution of vocational programs by type of school and for all schools as reported by principals. Although all seven vocational specialties are offered by each type of school, the schools differed in the frequency with which the specialty was offered. A larger percentage of vocational than other schools offered technical, trade and industrial, and health occupations programs, but a smaller percentage offered home economics. Home economics and vocational agriculture are offered by a higher percentage of rural schools than by the four other types of schools. Urban comprehensive schools reported a higher percentage of schools offering business education than the other schools. Although the major focus of the survey was on senior high schools, a few of the schools, especially area vocational schools serve both senior and post-high students. Technical education is usually offered to post-high school students and was reported by the principals having the combined senior-post high grade arrangement.

TABLE 3

Vocational Programs Offered in Six Types of Schools

As Reported By Principals

(N=324)

A - 7

Vocational Programs	Urban Comprehensive (N=90)	Rural Comprehensive (N=34)	Urban General Academic (N=67)	Rural General Academic (N=40)	Urban Vocational (N=27)	Area Vocational (N=66)	All Schools (N=324)
Technical Education	27%	6%	13%	6%	66%	76%	33%
Home Economics	54	85	48	72	22	32	51
Trade and Industrial Education	63	44	33	30	93	97	60
Distributive Education	66	15	43	15	59	44	44
Vocational Agriculture	28	88	13	62	11	42	37
Business Education	77	68	55	32	63	58	61
Health Occupations	6	6	4	2	.52	44	17
Others	19	9	16	5	19	17	15

THE RESPONDENTS

This section describes the five kinds of respondents: counselors, principals, teachers, students, and parents. The tables in Appendix C give the distribution by states and by type of schools for the various categories of respondents. It should be noted that not all schools returned questionnaires from all types of respondents. In some cases, only the counselor questionnaire was returned. Table 4 summarizes the distribution of respondents. Additional descriptive respondent data is reported in the text and in tables as appropriate. Some tabulations are presented only in the text to minimize the number of brief tables.

TABLE 4

A Summary of Respondents

(N=6484) All questionnaires

	Counselors	Principals	Teachers	Students	Parents
Number	308	324	1405	3038	1409
Sex					
Male	189	315	871	1608	324
Female	119	9	534	1430	1085
No. of years in present occupation					
Median	3	4	5		
Mean	5	6	8		
No. of years in present position					
Median	4	9	8		
Mean	6	11	11		

Counselors

Three hundred eight counselors completed the questionnaire. The sample was 61 percent male, 39 percent female. Seventy-three percent reported that they were employed full-time as guidance counselors. Twenty-nine percent reported having additional duties which included teaching, coaching, club sponsorship, acting as attendance officer, handling admission records, and assisting the chief school administrator.

Forty-seven percent of the respondents had been employed as a guidance counselor for a span of one to four years, 28 percent for five to nine years, and 13 percent for ten to 19 years. Most of them (82%) had been employed in the current school for less than ten years.

Eighty-four percent of the counselors reported being certified as a counselor in the state in which they were employed. Fifty-four percent of these had permanent certificates; 18 percent had provisional certificates and 12 percent described their certification status as "other."

Principals

Three hundred twenty-four principals responded to the questionnaire. This sample was 97 percent male. The length of time employed as an administrator ranged from one to 45 years with a mean of 11 years and a median of 9 years. The length of time employed in the current school ranged from 1 to 39 years. The mean was 6 years and the median was 4 years.

Teachers

One thousand four hundred and five teachers responded to the questionnaire. Sixty-two percent of the teachers were male. Seventy-nine percent of the teachers had been teaching for fewer than 20 years with twenty-eight percent of them teaching for fewer than five years. Almost half (43%) of them had been teaching at their current school for fewer than five years.

Trade and industrial education as a teaching speciality had the greatest number of teachers (23%) for any one field. Other fields with sizeable representations were English (14%), social science (12%), and business and office education (11%).

Students

Three thousand thirty-eight students completed the questionnaire. The sample was 53 percent male, 47 percent female. In distributing the questionnaires to students, the principals were asked to give it to upperclassmen, preferably seniors to insure obtaining a sample of students who had sufficient secondary education exposure. Ninety-seven percent were upperclassmen (89% seniors and 8% juniors) and the remaining 3 percent were sophomores and freshmen. Thirty-nine percent were enrolled in a vocational curriculum, 41 percent in a college preparatory curriculum, and 20 percent in a general-academic curriculum.

Table 5 shows the first choice of occupation by students for different types of schools and for the total sample. The occupational taxonomy used in this study was a slight variation of the Dictionary of Occupational Titles' system in order to allow for the open ended occupational titles used by the students; some categories were not needed whereas others had to be modified. Table 5 depicts an overwhelming choice for professional and technical occupations when all students are considered together, the first choice of 46 percent of the students. The second and third highest proportions are for skilled (17%) and clerical (13%). Although most school categories followed this trend, the students in vocational schools deviated markedly from other students, as might be expected. The

TABLE 5

First Choice of Occupation of Students by Type of School

(N=3038)

S - 5

Occupation	Urban Comprehensive (N=878)	Rural Comprehensive (N=286)	Urban General Academic (N=503)	Rural General Academic (N=427)	Urban Vocational (N=255)	Area Vocational (N=579)	All Schools (N=3038)
Professional and technical workers- author, social worker, clergy, C.P.A., teacher	55%	53%	57%	49%	24%	26%	46%
Farmers and farm management- forester, rancher	1	0	1	4	0	1	1
Managers, executives, and officials- business manager, small shop proprietor	3	5	2	4	3	3	4
Clerical workers- librarian, mail carrier, stenographer, bookkeeper	14	13	12	13	15	12	13
Sales workers- salesman, travel agent, insurance broker	0	1	1	0	0	1	0
Skilled trades Military serviceman, mechanic, plumber	8	8	6	10	39	39	17
Laborers- unskilled workman, truck driver	1	1	1	1	1	1	1
Private household workers- homemaker, servant	0	1	0	1	0	0	0
Miscellaneous- model, actor, photographer cosmetologist, airline hostess, policeman, interior decorator	9	8	10	8	13	8	9
Undecided	10	10	10	9	5	9	9

percentage of vocational school students choosing skilled occupations was four times that of the next highest type of school (rural general-academic) and they chose professional and technical occupations with approximately half the frequency exhibited by the other four types of schools. Professional and technical occupations were the second highest choice of vocational schools.

Principals were asked to estimate the percentage of their current graduating class entering various kinds of post-graduate activities (e.g., college, armed services, full-time employment). They also were advised that their estimates need not total 100 percent since some of the activities are not mutually exclusive. Tables 6 and 7 summarize the results. Although an exact statement of the number of graduating seniors was not available, it is estimated from Table 2 that approximately 70,000 seniors are represented by the 324 schools. Table 6 represents the estimated percentages of graduating seniors who will enter various activities upon graduation as reported by principals. Table 7 depicts similar information except that the information is broken down by school type and for all schools in terms of medians. The medians for all schools presented in Table 7 indicate that principals estimated that upon graduation the greatest proportion of their seniors will either enter college (34%) or full-time employment (30%). Caution should be exercised in over generalizing for "all schools median" since, as Table 7 shows, there is variation by type of school. Since the N's are unequal, urban comprehensive schools have the highest (N:90) and will disproportionally weight the "all school median." For example the "all schools median" is 34 percent for entering college, but the medians by types of school range from a high (50%) for urban comprehensive to a low (2%) for area vocational. The same is true for the estimated percentage of students entering full-time employment; urban vocational (65%) and area vocational (70%) have the highest medians for this activity, whereas rural comprehensive (20%) and urban general academic (20%) reported the lowest medians.

Parents

One thousand four hundred nine parents responded. Seventy-seven percent were mothers, 22 percent fathers, and one percent guardians. The sample was almost equally divided between parents of sons (52%) and daughters (48%). Eighty-one percent were parents of seniors.

Since no names were required, there was no means of checking the amount of relationship between parent and student respondents used in this sample. The principals were encouraged to achieve randomness in distributing the questionnaires to students and parents.

Thirty-two percent of the parents reported that (P-8) their children were in vocational programs, 47 percent in college preparatory programs, and 21 percent in general academic programs. Almost half (48%) reported that their children planned to enter a professional and technical occupation. Other sizeable representations were skilled trades (12%) and clerical (10%). These propor-

TABLE 6

Percentage of Graduating Class Who Will Enter Various Activities as Estimated by Principals

(N=324)

A - 13

Activity	Percentage Entering											
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	Median
Vocational-Technical Training	19%	33%*	33%	10%	4%	0%	1%	0%	0%	0%	0%	8%
College	8	11	9	14	14	11	14	9	6	2	2	34
Full-Time Employment	6	5	14	21	14	12	7	5	7	5	3	30
Armed Services	10	41	38	8	2	0	1	0	0	0	0	9
Part-Time Employment	38	35	18	5	1	0	0	2	1	0	0	3
Be Unemployed	39	45	13	2	1	0	0	0	0	0	0	1
Other	82	13	4	1	0	0	0	0	0	0	0	0

* For example 33 percent of the Principals reported that 1-9 percent of their graduating class will enter Vocational-Technical training.

TABLE 7

Median Percentage of Graduating Class Who Will Enter Various Activities

As Estimated by Principals by Type of School

(N=324)

A --13

Activity	Type of School Urban Comprehensive (N=90)	Urban General Academic (N=67)	Urban Vocational (N=27)	Area Vocational (N=66)	Rural Comprehensive (N=34)	Rural General Academic (N=40)	All Schools (N=324)
Enter Vocational-Technical Training	10%	8%	3%	2%	10%	10%	8%
Enter College	50	42	10	5	40	30	34
Enter Full-Time Employment	25	20	65	70	20	30	30
Enter the Armed Services	6	7	10	10	10	10	9
Enter Part-Time Employment	3	3	0	0	5	5	3
Be Unemployed	2	1	0	1	3	1	1
Other	0	0	0	0	0	0	0

tions correspond closely to the occupational distribution reported by students.

SUMMARY

The foregoing chapter described the procedure and the sample. A questionnaire was developed for each type of respondent: counselor, principal, teacher, student, and parent. The five questionnaires were designed to survey respondents on major problems and issues in guidance for secondary education as reflected by the professional literature. Practical research constraints such as the number of questions which reasonably could be asked, the length of time required to complete the questionnaire, and the appropriateness of the issue (item question) for the respondent limited the number of issues and problems which could be surveyed. Some items were the same for all respondents whereas others were specific for the respondent category. The length of the questionnaire varied for each category of respondent. Both closed and open-ended items were used in each questionnaire.

Six types of public secondary schools were surveyed: urban comprehensive, rural comprehensive, urban general academic, rural general academic, urban vocational, and area vocational-technical. For each school type, the schools were selected as randomly as possible. A total of 738 schools representing 50 states were invited to participate. In each school, the principal was asked to disseminate and collect a total of 22 questionnaires (Principal, 1; Counselor, 1; Teachers, 5; Parents, 5; and Students, 10) in accordance with standardized instructions. Respondents from 429 schools returned questionnaires representing 48 states, but only 353 schools returned usable questionnaires which represented 48 percent of those originally invited to participate. An analysis of the schools which did not participate (52%) suggested four major reasons for not participating, e.g., no guidance program, and restrictions on research participation.

The 353 schools returned a total of 6,484 completed questionnaires. The distribution of respondents was as follows: 308 counselors; 324 principals; 1,405 teachers; 3,038 students; and 1,409 parents. The total sample represented six types of secondary schools: 95 urban comprehensive, 37 rural comprehensive, 67 urban general academic, 52 rural general academic, 32 urban vocational, and 70 area vocational-technical schools.

This chapter reported questionnaire data describing the characteristics of the respondents and the schools. Subsequent chapters will report the findings on guidance issues.

School characteristics were reported primarily by principals. The principals reported that 65 percent of the participating schools were three or four year senior high schools; the others had varied grade arrangements, but all included senior high school students. Exclusively post secondary schools were not included. A large range of school enrollment sizes was represented by the sample; graduating classes ranged from 50 to 400 or more students with a median of 193 seniors. It was estimated from the size of the graduating classes that approximately 70,000 seniors were represented by the participating schools. All six types of schools offered vocational education programs, but the frequency varied by type of school; business education, trade and industrial education, and home economics were most frequently offered.

Of the 308 counselors participating in this study, 73 percent reported that they were employed full-time as a counselor and 84 percent of them indicated that they were certified in their state. The 324 principals represented a median of six years as the length of time employed as principal in their current school. The 1,405 teachers represented a variety of teaching specialties; the largest block (23%) were teachers of trade and industrial education followed by English (14%), social science (12%), and business education (11%). Most (89%) of the 3,038 students who completed the questionnaire were seniors. They represented a range of curricula; the highest proportion (41%) identified themselves as being in a college preparatory program, and 39 percent reported being in a vocational education program. Almost half (46%) of the students indicated that they eventually hope to enter professional and technical occupations requiring post high school education. There were some exceptions to this trend by individual school type. Although principals as a total group estimated that upon graduation, 34 percent of their seniors will enter college and 30 percent full-time employment, these percentages varied by type of school. The vocational schools reported higher proportions of students entering full-time employment and less college bound.

The parents surveyed provided similar proportions as students above in regard to curriculum enrollment and the occupational choices of their students. Eighty-one percent of the 1,409 parents were parents of seniors. Most (77%) of the parents responding were mothers. The sample was almost equally divided between parents of sons (52%) and daughters (48%).

CHAPTER III

CHARACTERISTICS OF CURRENT GUIDANCE PROGRAMS

One of the major objectives of the study was to provide a description of the current operational functioning of guidance programs to serve as a "bench-mark" for future program planning. A descriptive survey can be useful in many ways. It not only has value to the guidance profession in general, but more specifically to the practicing guidance counselor, school administrator, researcher, and counselor educator. Despite the recognized research limitations of surveys, the method can be beneficial in that it provides base for periodic program assessment and identifies critical research needs. To the best of the investigator's knowledge, there has been no recent previous national surveys of guidance attempting to assess the reactions of multiple respondents within one study.

Although the number of guidance program issues which might have been surveyed exceeded the ones surveyed in this study, practical research constraints, such as the number of questions which reasonably could be asked, and the number of respondents it is feasible to survey limited the survey to what was judged to be the most crucial issues. These included an understanding of the type of guidance services sought and utilized by students, the role of counselors and teachers in a guidance program, how the counselor distributes his professional time for services and student problems, use of standardized tests and occupational information, and student-counselor ratios. The respondent reactions to each of these issues will be discussed below. It might be helpful to the reader to think of this chapter as describing "what exists," and the next chapter as describing "what ought to be" as perceived by the respondents of this survey.

THE TYPE OF GUIDANCE SERVICES SOUGHT BY STUDENTS

Counselors were asked to rank educational guidance, vocational guidance, and personal adjustment counseling as to the frequency with which each service was sought by students. As shown in Table 8, counselors in all schools reported that educational guidance was the service most frequently sought with vocational guidance and personal adjustment counseling following in that order. However, a substantial proportion of counselors in vocational schools indicated that personal adjustment counseling is sought frequently; it was ranked first by 30 percent of the urban vocational counselors and 24 percent of the area vocational counselors.

Table 8 also shows several other patterns when comparing types of schools; for example, area vocational schools give no clear consensus as to the frequency with which their students seek each service. The percentages are very similar for rankings within a service as well as among services, and rural comprehensive school

TABLE 8

Counselors' Rankings of the Frequency with Which Guidance Services Are Sought by Students (Percentage of Counselors Reporting Each Rank)

(N=308)

C - 28

Type of School	N	Guidance Services								
		Educational Guidance			Personal Adjustment Counseling			Vocational Guidance		
		1	2	3	1	2	3	1	2	3
Urban Comprehensive	90	74%	20%	4%*	17%	26%	56%*	9%	53%	37%*
Rural Comprehensive	33	79	15	6	11	34	47 *	10	34	47 *
Urban General Academic	58	81	14	2 *	12	36	47 *	4	46	47 *
Rural General Academic	45	76	16	4 *	7	13	80	17	66	16
Urban Vocational	23	48	26	26	30	27	43	22	47	26 *
Area Vocational	59	39	30	29 *	24	39	34 *	36	29	32 *
All Schools	308	66	21	10 *	17	29	52 *	16	47	33 *

* Do not add up to 100 because some of the counselors did not respond to this item.

** 1 = most frequently sought by students.

counselors are the most consistent in consensus of ranking services in that they consistently had larger percentages of counselors ranking educational guidance, first; vocational guidance, second; and personal adjustment counseling, third, than the other types of schools.

STUDENT'S SOURCES AND UTILIZATION OF GUIDANCE SERVICES

Students were asked two open-ended questions concerning their use of guidance sources. The first question asked them to list the titles of persons other than their guidance counselor who have provided guidance services. The second question asked them to list the kinds of persons they would go to if they needed help with occupational plans or personal problems including their guidance counselor. Tables 9 and 10 summarize the results of these two questions. Since the students were allowed to list as many sources as appropriate, the percentages exceed 100. Seventy-three percent of the 3,038 students answered the first question and 96 percent answered the second.

Students also were asked to complete a guidance service check list indicating the services which they knew to be available in their school, the services they had used, and the services needed but not available in their school. Only the first two parts of the question will be discussed here, services available and services

TABLE 9

Sources of Guidance Utilized Other Than Guidance

Counselor as Reported by Students

(N=3038)

S - 26

Source	Percent of Students Listing as a Source
Teachers	45%
Parents	45
Friends	32
Clergy	4
Close relative	7
Principals	2
Others	11
No response	27

used; the third part of the question will be discussed in the next chapter since it deals with respondents' recommendations. The results are presented in Table 11. The majority of the students indicated that all eleven guidance services listed in Table 11 were known to them to be available in their school. For example, 89 percent of the students reported that the service, "aid in course selection" was available.

For each service, there is a substantial difference between the column showing services known to be available and services used by students; this difference varies in percentage from 23 to 59 by service. For example, 66 percent of the students checked that "learning about the world of work" as a guidance service was available, but only 26 percent of the students checked that they have used this service, a difference of 40 percent.

THE ROLE OF TEACHERS IN THE GUIDANCE PROGRAM

Both counselors and teachers were asked to indicate in which guidance service areas teachers could be of assistance. The respondents were given a list of seventeen guidance services (e.g., aid in choosing an occupation, orientation of new students, and

TABLE 10

Preferred Sources of Help With Occupational

Plans and Personal Problems As Reported By Students

(N=3038)

S - 27

Source	Percent of Students Listing as a Source
Counselor	65%
Parents	64
Teachers	35
Friends	33
Others	6
Close relative	4
No response	4
Clergy	3
Principals	1

course selection) and were asked first to check the five services in which teachers could be of most assistance to counselors in working with students, and secondly to check any of those five services in which teachers currently are offering assistance. The results are presented in Table 12.

In response to the question asking teachers in which services they could assist counselors, the majority of the teachers saw themselves as being able to assist with "aid in course selection," and "aid in choosing an occupation"; less than a majority saw themselves as assisting with the other 15 services, and very few felt that they could help with "job adjustment counseling, follow-up studies of graduates," and "home visits."

For all services teachers reported that they "could assist" more with guidance services than they are currently doing. It is interesting to note in this regard that for eleven of the seventeen services, a higher percentage of teachers than counselors indicated that teachers "could assist."

TABLE 11

Availability and Utilization of Guidance

Services as Reported By Students

(N=3038)

S - 9 to 19

Services	Available	Have Used
Aid in course selection	89%	66%
Aid in gaining admission to post high school institutions	88	35
Aid in choosing an occupation	88	43
Test administration and interpretation	83	54
Planning a program of study	82	54
Parent conferences	79	18
Evaluation of school progress	74	38
Job placement	71	12
Learning about the world of work	66	26
Personal adjustment counseling	57	14
Study habits counseling	59	23

TABLE 12

Teachers' Assistance to the Guidance Program as Reported By Counselors (N=308) and Teachers (N=1405)

T - 18; C - 39

Areas of Assistance*	Teachers Could Assist		Teachers Do Assist	
	According to Counselors	According to Teachers	According to Counselors	According to Teachers
Orientation of new students	49%	48%	27%	19%
Personal adjustment counseling	26	39	17	16
Handling discipline cases	29	29	19	16
Aid in course selection	52	66	36	25
Study skills counseling	66	38	36	12
Testing and interpretation	15	17	8	8
Achievement evaluation	52	40	31	12
Aid in choosing an occupation	47	55	26	22
Job placement	13	22	10	13
Job adjustment counseling	6	8	3	3
Aid in gaining admission to post high school institutions	13	15	6	9
Aiding alumni in obtaining employment	4	13	3	5
Follow-up studies of graduates	10	12	2	5
Conferences with potential employers	9	15	7	8
Case studies	27	13	11	2
Parent conferences	57	38	44	20
Home visits	11	12	6	7
No response	3	2	6	35

* Areas are listed as they appeared on the questionnaires.

When teachers were asked in which services they do assist, 35 percent of them did not answer the question. Of the 65 percent who did answer, the highest percentage for any service was 25 for "aid in course selection"; all of the other services had percentages lower than this figure ranging from 2 to 22 percent.

For most services, there was fairly close agreement (within 10 percentage points) between teachers and counselors on the services in which teachers "could" and "do assist." The largest disagreement was for two services, "study skills counseling," and "parent conferences." For both these services, a larger percentage of counselors than teachers indicated that teachers "do assist" and "could assist."

On the other hand, teachers and counselors agreed for services in which by implication they could be of little assistance.

COUNSELOR CONFERENCES

Counselors, students, and parents were asked to report on their individual counseling conferences. The questions varied as a function of the type of respondent. Counselors were asked to estimate the percentage of students having two or more 15-minute individual conferences in their school during the past year. Students and parents were asked a series of questions pertaining to how they perceived the availability of the counselor and the frequency of contact with him. Students were asked further to estimate the typical length of their individual counseling interviews.

Table 13 shows the percentage of students having two or more 15-minute individual conferences in the past year as estimated by all counselors. The median is 31 percent of the students, i.e., half of the counselors reported that 31 percent or less of the students in their schools had two or more 15-minute individual conferences during the past year.

Tables 14, 15, and 16 show the responses of students. Table 14 presents the percentages of "Yes" or "No" responses to a series of questions dealing with the student's perception of the counselor's availability for conferences. Large proportions of students responded positively to each of the six questions suggesting that students are aware of the counselors' existence, consider them available and perceive them as easy to approach with problems.

Tables 15 and 16 show the number and length of individual counseling interviews as estimated by students. Only the responses of senior students who had been in the same school for three or four years are reported to insure that responding students had attended a sufficient length of time to contact the counselor.

Table 17 presents the "Yes" and "No" answers of parents to a similar series of questions pertaining to counselor conferences. The majority of the parents knew the counselor and were aware of the procedure for arranging an appointment with him, but only thirty-six percent reported that they had even had a private conference with the counselor.

TABLE 13

Percentage of Students Having Two or More 15 Minute Individual Conferences in the Past Year as Estimated by Counselors*

(N=291)

C - 27

Percent of Students	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
Percent of Counselors	20	4	9	12	10	5	15	7	9	6	3

Median = 31%

*17 Counselors did not respond to this question.

TABLE 14

Students' Report on Counselors' Availability for Conferences

(N=3038)

S-19 to 23

Question	Percent of Students	
	Yes	No
Do you know who your guidance counselor is?	95%	5%
Do you know where your guidance counselor's office is located?	95	5
Do you know how to make an appointment with your guidance counselor?	90	10
Is it easy to get an appointment with your guidance counselor?	83	17
Do you find your guidance counselor the kind of person you can easily approach with problems?	80	20

TABLE 15

Number of Counselor Conferences for all Years as Estimated by Senior Students*

(N=1639)

S-31

Number of Conferences	0	1	2	3	4	5	6	7	8	9 or more
Percent of Students	13	6	8	12	12	8	8	4	4	25

Median = 4 conferences

* Senior students who have been in the same school for 3-4 years.

TABLE 16

Average Time Per Conference for all Years as Estimated by Senior Students*

(N=1410)

S-31

Average Time Per Conference in Minutes	1-10	11-20	21-30	31-40	41-50	51-60
Percent of Students	28	45	17	3	4	3

Median = 16 minutes

* Senior students who have been in the same school for 3-4 years.

TABLE 17

Parents' Reports on Counselor's Availability for Conferences

(N-1409)

P - 21 to 23

Question	Percent of Parents	
	Yes	No
Do you know who your student's guidance counselor is?	79%	21%
Do you know how to make an appointment with your student's guidance counselor?	86	14
Have you ever had a private conference with the guidance counselor?	36	64

THE DISTRIBUTION OF COUNSELOR'S TIME IN THE PERFORMANCE OF SCHOOL FUNCTIONS

Counselors were asked to estimate the percentage of time spent performing each of a series of possible school functions such as individual counseling with students, career-day activities and preparation of reports. Tables 18 through 25 summarize the results of this question. Table 18 shows the distributions for all counselors regardless of type of school. Tables 20 through 25 provide more detailed reports of the distribution across schools and by each type of school. Some of the highlights of these tables are presented below:

Counselors as a total group and grouped by type of school distributed their time for school functions in a similar pattern. Typically they devoted the largest block of their time to counseling with individual students, devoted no time to formal teaching, and budgeted the rest of their time in small portions across a fairly large range of guidance activities.

Teaching

Seventy-two percent of all counselors do not teach. Only counselors in rural comprehensive (39%) and rural general academic (60%) schools reported teaching responsibilities of any magnitude. In some instances, the teaching commitment is 60 percent or more

TABLE 18

Percentage of Time Spent Performing School Functions as Estimated by Counselors*

(N=308)

C - 18

Functions	Percent of Time								Median Percent of Time
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	
Teaching	72%	8%*	6%	3%	3%	1%	3%	4%	0%
Counseling	2	3	8	17	16	17	18	19	40
Conferences with parents	6	69	21	4	0	0	0	0	5
Career days	23	67	8	1	1	0	0	0	2
Test administration	7	51	30	9	1	2	0	0	5
Professional conferences with staff	9	64	25	2	0	0	0	0	5
Preparation of reports	10	58	27	3	1	1	0	0	5
Clerical work	20	48	21	8	2	1	0	0	4
Orientation	17	64	13	4	1	0	1	0	3
Supervision	71	22	4	2	1	0	0	0	0
Conferences with potential employers	43	51	6	0	0	0	0	0	1
Assisting dropouts	27	66	6	1	0	0	0	0	2
Other	68	32	0	0	0	0	0	0	0

* Figures in the body of the table show the percentage of counselors giving the respective responses. For example, 8 percent of the counselors indicated that they spend 1-9 percent of their time in teaching.

TABLE 19

Percentage of Time Spent Performing School Functions as Estimated by Counselors: A Summary of Medians by Type of School

(N=308)*

C - 18

Functions	Type of School						
	Urban Comprehensive (N=90)	Rural Comprehensive (N=33)	Urban General Academic (N=58)	Rural General Academic (N=45)	Urban Vocational (N=23)	Area Vocational (N=59)	All Schools (N=308)
Counseling	45%*	25%	45%	35%	35%	30%	40%
Conferences with parents	5	5	5	3	5	5	5
Preparation of reports	5	5	5	5	10	5	5
Professional conferences with staff	5	4	5	3	5	5	5
Test administration	5	5	5	10	5	5	5
Clerical work	5	3	5	5	5	2	4
Orientation	3	2	2	1	5	8	3
Assisting dropouts	2	2	1	1	3	3	2
Career days	2	2	2	2	1	2	2
Conferences with potential employers	1	0	1	1	1	2	1
Supervision	0	0	0	0	0	0	0
Teaching	0	0	0	10	0	0	0
Other	0	0	0	0	0	0	0

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* Figures in the body of the table show the median percent of time spent by the counselors in performing respective school functions. For example, in Urban Comprehensive schools 50 percent of the counselors indicated that they spend 45 percent or less of their time in counseling with students.

TABLE 20

Percentage of Time Spent Performing School
Functions as Estimated by Counselors*
Urban Comprehensive Schools (N=90)

C - 18

Functions	Percent of Time								Median Percent of Time
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	
Teaching	80%	7%*	4%	3%	3%	1%	2%	0%	0%
Counseling	1	1	2	12	18	19	23	24	45
Conferences with parents	7	62	24	6	0	0	0	0	5
Career days	22	65	11	1	1	0	0	0	2
Test administration	6	57	26	8	2	1	0	0	5
Professional conferences with staff	4	60	32	3	0	0	0	1	5
Preparation of reports	6	66	22	3	1	2	0	0	5
Clerical work	17	50	22	9	1	0	0	1	5
Orientation	19	71	8	2	0	0	0	0	3
Supervision	64	29	3	3	0	1	0	0	0
Conferences with potential employers	41	57	2	0	0	0	0	0	1
Assisting dropouts	26	67	5	1	1	0	0	0	2
Other	72	28	0	0	0	0	0	0	0

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* Figures in the body of the table show the percentage of counselors giving the respective responses. For example, 7 percent of the counselors indicated that they spend 1-9 percent of their time in teaching.

TABLE 21

Percentage of Time Spent Performing School Functions as Estimated by Counselors*

Rural Comprehensive Schools (N=33)

C - 18

Functions	Percent of Time								Median Percent of Time
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	
Teaching	61%	3%*	9%	3%	3%	0%	9%	12%	0%
Counseling	6	6	9	31	15	9	12	12	25
Conferences with parents	12	64	18	6	0	0	0	0	5
Career days	39	52	9	0	0	0	0	0	2
Test Administration	12	46	12	24	6	0	0	0	5
Professional conferences with staff	21	64	9	6	0	0	0	0	4
Preparation of reports	15	58	24	0	0	3	0	0	5
Clerical work	24	49	21	3	3	0	0	0	3
Orientation	27	64	9	0	0	0	0	0	2
Supervision	82	15	3	0	0	0	0	0	0
Conferences with potential employers	55	42	3	0	0	0	0	0	0
Assisting dropouts	24	64	12	0	0	0	0	0	2
Other	67	33	0	0	0	0	0	0	0

* Figures in the body of the table show the percentage of counselors giving the respective responses. For example, 3 percent of the counselors indicated that they spend 1-9 percent of their time in teaching.

TABLE 22

Percentage of Time Spent Performing School Functions as Estimated by Counselors*

Urban General Academic Schools (N=58)

C - 18

Functions	Percent of Time								Median Percent of Time
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	
Teaching	76%	8%*	6%	3%	2%	0%	3%	2%	0%
Counseling	2	0	7	10	12	24	19	26	45
Conferences with parents	3	71	24	2	0	0	0	0	5
Career days	19	72	7	0	0	0	2	0	2
Test administration	5	59	34	2	0	0	0	0	5
Professional conferences with staff	7	71	22	0	0	0	0	0	5
Preparation of reports	12	59	24	3	2	0	0	0	5
Clerical work	12	52	22	12	2	0	0	0	5
Orientation	16	68	14	2	0	0	0	0	2
Supervision	62	31	5	0	2	0	0	0	0
Conferences with potential employers	45	55	0	0	0	0	0	0	1
Assisting dropouts	28	69	3	0	0	0	0	0	1
Other	55	45	0	0	0	0	0	0	0

* Figures in the body of he table show the percentage of counselors giving the respective responses. For example, 8 percent of the counselors indicated that they spend 1-9 percent of their time in teaching.

TABLE 23

Percentage of Time Spent Performing School Functions as Estimated by Counselors*

Rural General Academic Schools (N=45)

C - 18

Functions	Percent of Time								Median Percent of Time
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	
Teaching	40%	9%*	15%	5%	7%	6%	5%	13%	10%
Counseling	0	11	13	12	15	20	18	11	35
Conferences with parents	9	80	9	2	0	0	0	0	3
Career days	13	83	4	0	0	0	0	0	2
Test administration	4	36	44	12	2	2	0	0	10
Professional conferences with staff	20	67	13	0	0	0	0	0	3
Preparation of reports	9	55	36	0	0	0	0	0	5
Clerical work	11	47	26	9	5	2	0	0	5
Orientation	24	69	7	0	0	0	0	0	1
Supervision	82	16	2	0	0	0	0	0	0
Conferences with potential employers	47	53	0	0	0	0	0	0	1
Assisting dropouts	42	54	4	0	0	0	0	0	1
Other	78	22	0	0	0	0	0	0	0

* Figures in the body of the table show the percentage of counselors giving the respective responses. For example, 9 percent of the counselors indicated that they spend 1-9 percent of their time in teaching.

TABLE 24

Percentage of Time Spent Performing School Functions as Estimated by Counselors*

Urban Vocational Schools (N=23)

C - 18

Functions	Percent of Time								Median Percent of Time
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	
Teaching	91%	5%*	0%	4%	0%	0%	0%	0%	0%
Counseling	0	0	9	13	35	13	13	17	35
Conferences with parents	0	74	22	4	0	0	0	0	5
Career days	43	57	0	0	0	0	0	0	1
Test administration	4	66	17	9	0	4	0	0	5
Professional conferences with staff	4	61	35	0	0	0	0	0	5
Preparation of reports	0	48	43	9	0	0	0	0	10
Clerical work	9	52	13	13	9	4	0	0	5
Orientation	17	57	14	5	4	3	0	0	5
Supervision	78	18	4	0	0	0	0	0	0
Conferences with potential employers	48	39	0	9	4	0	0	0	1
Assisting dropouts	26	70	4	0	0	0	0	0	3
Other	78	22	0	0	0	0	0	0	0

* Figures in the body of the table show the percentage of counselors giving the respective responses. For example, 5 percent of the counselors indicated that they spend 1-9 percent of their time in teaching.

TABLE 25

Percentage of Time Spent Performing School Functions as Estimated by Counselors*

Area Vocational Schools (N=59)

C - 18

Functions	Percent of Time								Median Percent of Time
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	
Teaching	78%	15%*	4%	0%	0%	0%	0%	3%	0%
Counseling	3	4	12	28	14	8	17	14	30
Conferences with parents	7	69	24	0	0	0	0	0	5
Career days	17	68	10	5	0	0	0	0	2
Test administration	14	40	38	5	0	1	2	0	5
Professional conferences with staff	3	66	31	0	0	0	0	0	5
Preparation of reports	15	49	31	2	3	0	0	0	5
Clerical work	44	39	14	3	0	0	0	0	2
Orientation	5	48	23	17	2	0	3	2	8
Supervision	71	15	7	5	2	0	0	0	0
Conferences with potential employers	31	49	20	0	0	0	0	0	2
Assisting dropouts	17	71	12	0	0	0	0	0	3
Other	59	41	0	0	0	0	0	0	0

* Figures in the body of this table show the percentage of counselors giving the respective responses. For example, 5 percent of the counselors indicated that they spend 1-9 percent of their time in teaching.

of their time. (See Tables 20 to 25.) It is very likely that, in rural schools, the counselor was hired as a teacher-counselor.

Counseling

One-half of the 308 counselors indicated that they spend 40 percent of their time or less in individual counseling with students. Few (11 to 26%) across school types reported spending as much as 60 percent of their time in this activity. Nineteen percent of all counselors reported 60 percent of their time in individual counseling; urban-comprehensive and urban general-academic counselors were the exceptions in that they reported 24 and 26 percent respectively. Rural comprehensive counselors devote the least amount of time to counseling and only 24 percent estimated spending 50 percent or more of their time. Table 19, showing the summary of medians by type of school, indicates that four of the six school types are below the all-counselor median of 40 percent. The larger N and median for urban comprehensive counselors has boosted the all-counselor median.*

Career-Days

Many counselors (ranging from 13 to 43% across school types) estimated that they devote no time to career-day activities. The median for all counselors is two percent which also is fairly representative of all types of schools. For each type of school, the modal interval is 1-9 percent of total professional time.

Other Functions

Except for counseling with individual students, counselors as a group distributed their time estimates over many other school functions in small amounts. Such activities as conferences with parents, preparation of reports, and staff conferences were estimated to get less than 20% of the counselors' time. In addition to the school functions listed in Table 18, a percentage of the counselors spent small proportions of their time in various miscellaneous activities such as attendance officer, student discipline, student activities coordinator, and referrals to outside agencies.

THE DISTRIBUTION OF COUNSELING TIME BY TYPE OF STUDENT PROBLEM

Counselors were asked 1) to estimate the total time they spend counseling students, and 2) to estimate how they distribute this counseling time by type of student problem. The first question was discussed in the previous section (see Table 18) and it was shown that half of the counselors reported devoting 40 percent or less of their total time to this activity; few reported devoting 60 percent or more of their time. Assuming a 40-hour working week, this means that a typical counselor spends 16 hours or less per week counseling with students: in a 30-hour work week, he would spend 12 hours.

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*The medians reported throughout the report are actual medians and not an approximation of the interval unit.

This section deals more specifically with the second question, an analysis of how counselors distribute their total block of counseling time on specific student problems. The results are presented in Tables 26 through 33. Table 26 provides an overview of the distribution of counseling time by type of student problem for all counselors. Table 27 gives a summary of the distribution of percentage of time-medians for counselors grouped by school, and broken down for each type of student problem. Tables 28 through 33 show a further analysis for each type of school.

Table 27 based upon counseling-time medians, indicates that counselors as a total group devoted a small proportion of their counseling time (medians ranging from 2 to 20 percent) to each of a variety of student problems. The largest time median was 20 percent for counseling related to college education. Counselors also were asked to write-in other problem categories, but few were mentioned; most of the counselors indicated that they devoted no time to student problems other than those listed (see Table 26). The distribution of counseling time by type of student problem varied by school type. These variations will be discussed below as appropriate.

Post-High Job Placement

Table 26 shows that, for all schools, a small (18%) proportion of the counselors reported devoting no time to post-high school job placement counseling, but most of the counselors reported spending some time (median is 5 percent of counseling time) in this activity. Counselors of four school categories, (vocational, rural general-academic, rural comprehensive, and area vocational) devoted more time to job placement (median of 10 percent) than did counselors in general (median of 5 percent).

Low Achievers and Potential Dropouts

Counselors in general and by type of school reported spending a total of 15 percent of their time to counseling both low academic achievers and potential dropouts. The median percentage of time for all counselors is 10 for low achievers and 5 for potential dropouts. Urban and area vocational school counselors each have higher time medians for low achievers (15%) than do counselors for all schools (10%); and area vocational school counselors have a higher median for counseling with potential dropouts (10%) than do counselors for all schools (5%). (See Table 27.)

Vocational Program Selection

A large majority (88%) of the counselors in all schools allowed time for this activity; the median percentage of time across all

TABLE 26

Percentage of Counseling Time with Students by Type of Problem as Estimated by Counselors

(N=308)

C - 29

Problem Areas	Percent of Counseling Time								Median Percent of Time
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	
Post-high school job placement	18%	36%	29%	11%	2%	2%	2%	0%	5%
Low achievers	8	23	20	20	5	2	2	1	10
Potential dropouts	10	51	29	8	0	1	1	0	5
Vocational program selection	12	25	34	20	3	2	4	0	10
Emotional or personal problems	6	27	36	16	8	3	3	1	10
College education	7	17	17	25	15	7	8	4	20
Post-high school education*	15	31	34	17	2	0	1	0	9
Extra curricular activities	34	55	9	1	0	0	1	0	2
Other	87	13	0	0	0	0	0	0	0

* Other than college.

TABLE 27

Percentage of Counseling Time with Students by Type of Problem as Estimated by Counselors

A Summary of Medians by Type of School

(N=308)

C - 29

	Type of School						
Problem Areas	Urban Comprehensive (N=90)	Rural Comprehensive (N=33)	Urban General Academic (N=58)	Rural General Academic (N=45)	Urban Vocational (N=23)	Area Vocational (N=59)	All Schools (N=308)
College education	20%	20%	30%	25%	10%	5%	20%
Emotional or personal problems	9	10	10	10	10	10	10
Low achievers	10	10	10	10	15	15	10
Vocational program selection	10	10	10	10	15	15	10
Post-high school education *	10	5	10	10	5	5	9
Post-high school job placement	5	10	5	10	10	10	5
Potential dropouts	5	5	5	5	5	10	5
Extra curricular activities	3	5	2	3	1	1	2
Other	0	0	0	0	0	0	0

* Other than college.

schools is 10. Counselors in urban and area vocational schools reported a slightly higher median (15%) than counselors in general (10%). Eighteen percent of the rural general-academic counselors and 16 percent of the urban general-academic counselors estimated that they devote no time to this problem compared to the all-counselor percentage of 12.

Emotional or Personal Problems

The time median for all counselors is 10 percent. Ninety-four percent of the counselors reported spending varying amounts of time in this activity. Counselors reported a consistent proportion of counseling time by type of school. Counselors in several school categories devoted more time than others to this activity; 18 percent of the urban comprehensive, 19 percent of the area vocational, and 22 percent of the urban vocational counselors estimated 30 percent or more of their time. (See Tables 28 to 33.)

College and Post-High School Education

Counselors as a total group spend comparatively more time counseling students with problems related to attending college than for any other kind of student problem. The median time of counselors for all schools is 20 percent and ranges from 5 percent for area vocational school counselors to 30 percent for urban general academic counselors. Ninety-three percent of all counselors spend varying amounts of time in this activity. Although the differences are small, the emphasis on this kind of counseling by type of school seems appropriate, i.e., the largest percentages occur for academic schools, the next largest for comprehensive schools, and the smallest for vocational schools.

Counselors across school types also spend a consistent proportion of their counseling time helping students with problems related to post-high school education other than college. Eighty-five percent of all counselors devoted some time to this problem; the all counselor time median is 9 percent. (See Tables 26 and 27.) Time medians by type of school range from 5 to 10 percent, and 20 percent of the counselors spend 20 percent or more of their counseling time with this activity. Rural general academic reported the highest proportion of counselors (38%) devoting 20 percent or more of their counseling time to this problem.

In summarizing Tables 26 to 33 on the distribution of counseling time by type of student problem it appears that post-high school problems receive a substantial proportion of the counselor's time. The medians for job placement, college, and post-high school education, other than college, total 34 percent for all counselors as a total group. By contrast, problems which might be troublesome to the administration receive less time; low achievers and potential dropouts total 15 percent. Even if two problem areas of consequence to the administration, vocational program selection and emotional or personal problems, are added to the administrative problem group, the total barely equals that for post-high school problems.

TABLE 28

Percentage of Counseling Time with Students by Type of Problem as Estimated by Counselors

Urban Comprehensive Schools (N=90)

C - 29

	Percent of Counseling Time								
Problem Areas	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	Median
Post-high school job placement	19%	45%	24%	8%	1%	1%	2%	0%	5%
Low achievers	9	20	38	23	3	5	1	1	10
Potential dropouts	9	53	29	6	0	0	3	0	5
Vocational program selection	9	38	34	15	1	2	1	0	10
Emotional or personal problems	9	25	37	11	10	5	3	0	9
College education	7	11	16	28	17	7	8	6	20
Post-high school education*	14	28	37	17	3	0	1	0	10
Extra curricular activities	32	59	7	1	0	0	0	1	3
Other	86	14	0	0	0	0	0	0	0

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* Other than college.

TABLE 29

Percentage of Counseling Time with Students by Type of

Problem as Estimated by Counselors

Rural Comprehensive Schools (N=33)

C - 29

Problem Areas	Percent of Counseling Time								Median
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	
Post-high school job placement	18%	30%	34%	15%	0%	0%	3%	0%	10%
Low achievers	9	18	46	21	6	0	0	0	10
Potential dropouts	12	52	30	3	3	0	0	0	5
Vocational program selection	18	18	43	15	3	3	0	0	10
Emotional or personal problems	9	21	37	21	6	0	6	0	10
College education	6	6	24	34	9	6	12	3	20
Post-high school education*	24	40	21	15	0	0	0	0	5
Extra curricular activities	12	67	18	3	0	0	0	0	5
Other	85	15	0	0	0	0	0	0	0

* Other than college.

TABLE 30

Percentage of Counseling Time with Students by Type of Problem as Estimated by Counselors

Urban General Academic Schools (N=58)

C - 29

Problem Areas	Percent of Counseling Time 0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	Median
Post-high school job placement	16%	55%	20%	7%	0%	0%	2%	0%	5%
Low achievers	3	31	40	16	7	0	3	0	10
Potential dropouts	9	57	29	3	2	0	0	0	5
Vocational program selection	16	27	33	19	2	0	1	2	10
Emotional or personal problems	2	29	43	19	4	0	0	3	10
College education	2	5	15	28	21	10	10	9	30
Post-high school education*	7	21	51	19	0	2	0	0	10
Extra curricular activities	34	57	6	0	1	0	2	0	2
Other	90	10	0	0	0	0	0	0	0

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* Other than college.

TABLE 31

Percentage of Counseling Time with Students by Type of Problem as Estimated by Counselors

Rural General Academic Schools (N=45)

C - 29

Problem Areas	Percent of Counseling Time 0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	Median
Post-high school job placement	20%	22%	40%	14%	2%	2%	0%	0%	10%
Low achievers	9	33	38	11	5	0	2	2	10
Potential dropouts	13	60	27	0	0	0	0	0	5
Vocational program selection	18	15	34	24	5	2	2	0	10
Emotional or personal problems	4	29	38	13	7	0	7	2	10
College education	0	4	14	35	20	11	14	2	25
Post-high school education*	11	20	29	31	7	0	0	0	10
Extra curricular activities	40	47	11	2	0	0	0	0	3
Other	87	13	0	0	0	0	0	0	0

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* Other than college.

TABLE 32

Percentage of Counseling Time with Students by Type Of Problem as Estimated by Counselors

Urban Vocational Schools (N=23)

C - 29

	Percent of Counseling Time								
Problem Areas	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	Median
Post-high school job placement	22%	21%	40%	8%	9%	0%	0%	0%	10%
Low achievers	9	8	44	22	8	9	0	0	15
Potential dropouts	4	61	22	9	0	4	0	0	5
Vocational program selection	4	18	30	18	8	5	17	0	15
Emotional or personal problems	0	30	35	13	5	13	4	0	10
College education	13	35	26	17	9	0	0	0	10
Post-high school education*	17	40	26	13	4	0	0	0	5
Extra curricular activities	43	48	9	0	0	0	0	0	1
Other	87	13	0	0	0	0	0	0	0

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* Other than college.

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TABLE 33

Percentage of Counseling Time with Students by Type of Problem as Estimated by Counselors

Area Vocational Schools (N=59)

C - 29

	Percent of Counseling Time								
Problem Areas	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	Median
Post-high school job placement	17%	20%	32%	16%	7%	3%	5%	0%	10%
Low achievers	10	22	32	24	7	2	3	0	15
Potential dropouts	10	31	35	22	0	2	0	0	10
Vocational program selection	8	17	33	27	7	1	7	0	15
Emotional or personal problems	10	26	27	18	12	5	2	0	10
College education	17	44	15	10	7	5	2	0	5
Post-high school education*	19	50	23	8	0	0	0	0	5
Extra curricular activities	42	48	10	0	0	0	0	0	1
Other	88	12	0	0	0	0	0	0	0

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* Other than college.

THE ROLE OF COUNSELORS AND TEACHERS IN THE PRE-ENTRANCE GUIDANCE OF STUDENTS FOR VOCATIONAL PROGRAMS

Principals, counselors, and teachers were asked a series of questions concerning their role and the kind of criteria used in the pre-entrance guidance of students for vocational programs. The responses to these questions appear in Tables 34, 35, and 36. Since the principal was asked only one question (A-12), the results were tallied, but not tabled. Eighty-five percent of the principals indicated that the guidance staffs in their schools played an active role (either giving prime direction or assisting) in the pre-entrance guidance of students for vocational programs.

Table 34 shows the reactions of counselors to this topic both by type of school and for all schools. Counselors as a total group, reported that 86 percent of their guidance staffs gave either prime direction (23%) or assist (63%) in the pre-entrance guidance of

TABLE 34

The Role of the Guidance Staff in the Pre-Entrance Guidance of Students for Vocational Programs As Reported By Counselors by Type of School

(N=308)

C - 21

Type of School	N	No Response	No Vocational Program*	Give Prime Direction	Assist	Assume No Role
Urban Comprehensive	90	2%	1%	23%	71%	3%
Rural Comprehensive	33	3	3	18	70	6
Urban General Academic	58	3	6	15	69	7
Rural General Academic	45	0	7	11	60	22
Urban Vocational	23	4	0	35	48	13
Area Vocational	59	2	0	34	62	2
All Schools	308	2	3	23	63	9

* For this survey, schools which had vocational programs in at least 3 areas were considered as comprehensive while those which had vocational programs in less than 3 areas were considered as general academic (see Chapter II).

TABLE 35

The Role of Teachers in the Pre-Entrance Guidance of Students for Vocational Programs As Reported By Teachers By Type of School

(N=1405)

T - 1

Type of School	N	No Response	No Vocational Program*	Give Prime Direction	Assist	Assume No Role
Urban Comprehensive	418	1%	6%	7%	45%	41%
Rural Comprehensive	128	6	3	10	59	22
Urban General Academic	261	3	21	5	38	33
Rural General Academic	210	3	10	7	48	32
Urban Vocational	125	2	0	20	44	34
Area Vocational	263	6	0	12	44	38
All Schools	1405	4	7	10	46	33

* For this survey, schools which had vocational programs in at least 3 areas were considered as comprehensive while those which had vocational programs in less than 3 areas were considered as general academic (see Chapter II).

students for vocational programs. Nine percent assume no role in this activity, and 3 percent reported that they have no vocational programs.

Table 35 provides the responses of teachers to the same question. For all teachers regardless of the type of school, 56 percent reported giving either prime direction (10%) or assistance (46%); 33 percent reported that they assume no role. As reported in Chapter II, the teachers in this sample represented a variety of teaching specialties and it is very likely that very little vocational guidance assistance can be expected from the non-vocational specialties, e.g., social science and English, which might partly explain the size of the response. Hence, it appears that in a large number of schools no one assumes the responsibility for prime direction for the pre-entrance guidance of students considering vocational programs; 23 percent of the counselors and 10 percent of the teachers reported that they gave prime direction.

Tables 34 and 35 also show responses for this topic by type of school. Comparisons by school type show a hierarchy based on the percentage of assistance given. Counselors reported that 96 percent of the area vocational guidance staffs gave either prime direction to or assist students considering vocational programs; urban comprehensive counselors reported 94 percent; and rural comprehensive counselors reported 88 percent as contrasted to the lowest percentage, 71, reported by rural general-academic. For teachers the hierarchy by type of school is different; the highest proportion of teachers reporting guidance assistance (either prime direction or assist) is 69 for rural comprehensive teachers; followed by urban vocational (66%); and area vocational (56%) versus the lowest, 43 percent for urban general academic.

In addition to answering questions about the role they played in the pre-entrance guidance of students into vocational programs, counselors were asked to rank by importance in their schools seven criteria for the admission of students into vocational programs. Space was provided for writing-in other criteria if necessary. Table 36 gives the results of these rankings for criteria.

Table 36 shows how each criterion was ranked in terms of the percentage of counselors assigning the rank of one through seven. Student interests was accorded the rank of one by the largest proportion of counselors (73%). None of the other criteria was

TABLE 36

Criteria Used in the Admission of Students Into Vocational

Programs as Ranked by Counselors

(N=308)

C - 22

Criteria	No Response	Rank 1	2	3	4	5	6	7
Student Interests	19%	73	14	6	4	2	1	0
Aptitude Scores	32	14	25	15	11	16	11	8
School Achievement	29	14	23	20	14	17	11	1
Intelligence Test Scores	36	5	5	13	17	12	20	28
Teacher's Recommendations	30	6	17	21	23	13	14	6
Counselor's Recommendations	32	4	15	25	21	19	10	6
Parent's Recommendations	39	2	18	11	13	15	13	28

accorded so large a proportion of support for any one rank, but was scattered throughout the seven ranks. For example, 14 percent of the counselors gave aptitude scores the rank of 1; 25 percent the rank of 2, etc. Except for student interest no consensus was demonstrated by counselors on the priorities of criteria for admission of students to vocational programs. It is very likely that composites of criteria typically are considered in admitting students to vocational programs without a systematic weighting of each criterion in the composite.

Guidance counselors often are criticized for showing partiality to college-bound youth as contrasted with non-college-bound youth. To obtain some information on this issue, teachers were asked if guidance counselors in their schools appeared to be as interested in serving vocational students as they are in serving other students (T-16). The responses were tallied but not tabled as follows: 62 percent of the teachers checked "yes"; 21 percent "no"; and 17 percent "I do not know."

THE USE OF STANDARDIZED TESTS

Teachers and counselors were asked to indicate which kinds of standardized tests were available to them as an aid in their work and to rank the three types of tests which they found most useful. Table 37 shows the percentage of counselors and of teachers reporting each type of tests to be available. Tests measuring group and individual intelligence, achievement, and aptitude were most frequently mentioned.

Counselors (C-23) and teachers (T-6) ranked intelligence, achievement, and aptitude tests as the three most useful tests in their work with students. Personality and interest tests were

TABLE 37

Tests Available to Counselors and Teachers

C-23; T-6

	Available to	
Test	Counselors (N=308)	Teachers (N-1405)
Intelligence tests (group)	91%	64%
Intelligence tests (individual)	73	60
Achievement tests	96	81
Interest tests	79	50
Personality tests	35	28
Aptitude tests	89	76

also mentioned, but with less frequency and were generally ranked lower by both groups. Their results were tallied, but not tabled.

THE USE AND ADEQUACY OF OCCUPATIONAL INFORMATION

Counselors, teachers, and students were asked to indicate the frequency with which they read and/or receive occupational information (C-24, T-9, S-24 and 25). All of the respondents answered these questions. Eighty-four percent of the counselors, 47 percent of the teachers, and 81 percent of the students checked that they have had an opportunity to read occupational literature dealing with jobs, careers, educational and occupational opportunities. Although 81 percent of the students indicated that they had an opportunity to read publications about occupations, 35 percent of them checked that the kind of job information they want and need is not readily available in their school. In analyzing student responses across types of schools, it was reported that 63 percent of the rural comprehensive and 59 percent of the rural general academic students do not have the opportunity to read occupational information compared to 19 percent for the four other types of schools. This data was not tabled.

Tables 38, 39, and 40 report the respondent opinions of occupational information in terms of its adequacy. Eighty-two of the counselors, and less than half of the teachers answered this item. Of those who did respond most of them appear to be satisfied with current occupational information based upon their ratings as shown in Tables 38 and 39. The overall ratings tend to be on the positive end of the five point rating scale; very few (ranging from four to ten percent) gave low ratings of four and/or five. Students were asked to check statements reflecting their opinion of occupational information; these are shown in Table 40. All of the students responded; approximately half (56%) of the students indicated that occupational information is quite helpful and only one derogatory statement was endorsed by as many as 20 percent of the students.

Both teachers (T-11) and counselors (C-26) reported that they found occupational information to be most useful in the form of clear concise pamphlets and that they typically obtained occupational information from federal, state, and/or local sources.

STUDENT-COUNSELOR RATIOS

Each counselor was asked to compute the student-counselor ratio for his school using a uniform formula converting to full-time equivalency for all part- and full-time members of his counseling staff (C-8). Table 41 shows the ratios by type of school and for all schools. For all schools, the counselors reported a median ratio of 380 students per counselor. Both by type of school and for all schools, the distribution of ratios covered a wide spectrum. Two types of schools, rural comprehensive and area vocational, reported the highest median ratios; both were more than 400 students per counselor.

TABLE 38

Counselors' Opinions of Occupational Information

(N=255)*

C - 25

Rating	Very Adequate 1	2	3	4	Very Inadequate 5
Percent	18%	27%	46%	8%	1%
Rating	Very Easily Understood 1	2	3	4	Very Difficult To Understand 5
Percent	23	34	35	7	1
Rating	Very Up-to date 1	2	3	4	Very Obsolete 5
Percent	28	38	29	5	0

* Fifty-three counselors did not respond to this question.

TABLE 39

Teachers' Opinions of Occupational Information

(N=675)*

T - 10

Rating	Very Adequate 1	2	3	4	Very Inadequate 5
Percent	27%	27%	36%	6%	4%
Rating	Very Easily Understood 1	2	3	4	Very Difficult To Understand 5
Percent	38	34	24	4	0
Rating	Very Up-to date 1	2	3	4	Very Obsolete 5
Percent	43	34	19	2	2

* Seven hundred and thirty teachers did not respond to this question.

TABLE 40

Students' Opinions of Occupational Information

(N=3038)

S - 24

Questionnaire Statement	Percent Responding "Yes" to the Statement
They do not answer my questions.	18%
They are boring.	5
They are difficult to read.	4
They are too general.	29
They are quite helpful.	56
They do not give the real picture.	17
They are a waste of time.	2
They are out of date.	8

TABLE 41

Student-Counselor Ratios by Type of School

as Reported by Counselors

(N=264)*

Type of School	Number of Students Per Counselor 1 to 99	100 to 199	200 to 299	300 to 399	400 to 499	500 to 599	600 to 699	700 to 799	800 to 899	900 to 999	Median
Urban Comprehensive (N=82)	8%	5%	18%	32%	22%	5%	2%	5%	2%	1%	359
Rural Comprehensive (N=24)	8	13	21	4	25	13	8	0	4	4	416
Urban General Academic (N=51)	12	6	12	25	21	8	10	4	2	0	380
Rural General Academic (N=40)	5	5	18	27	15	18	7	3	2	0	381
Urban Vocational (N=18)	0	11	17	33	11	22	6	0	0	0	366
Area Vocational (N=49)	8	6	10	25	19	16	6	4	6	0	405
All Schools (N=264)	8	7	15	25	20	12	6	3	3	1	380

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* 44 counselors did not respond to this item.

SUMMARY

The purpose of this chapter was to provide a descriptive overview of selected characteristics of guidance services as they currently exist to serve as a "bench mark" for future research and program planning.

A brief summary of the findings is presented below:

The Type of Guidance Services Sought by Students

Counselors were asked to rank three broad guidance service areas in terms of the frequency each was sought by students. Counselors reported that educational guidance was sought most frequently by students, followed by vocational guidance and personal adjustment counseling. Differences were also reported by type of school.

Student's Sources and Utilization of Guidance Services

Students were asked a series of questions concerning their source and utilization of guidance services. They indicated that other than the guidance counselor, they have obtained guidance from many kinds of persons, but most frequently from their teachers (45%), parents (45%) and friends (32%). In response to a similar but different question concerning the kind of persons they prefer to go to if they needed help with occupational plans and/or personal problems, 64 percent listed their parents, 65 percent listed guidance counselors, and 35 percent listed teachers. Other kinds of persons were listed, but less frequently.

When asked about the availability of 11 different kinds of guidance services in their schools, the majority of the students reported that they were aware of the availability of these services. Despite a substantial endorsement of knowing that the services were available, there was a considerable difference between services available and services used by students; much smaller proportions used the services, this difference varied from 23 to 59 percent by service area.

The Role of Teachers in the Guidance Program

Both counselors and teachers were asked to first check from a list of 17 guidance services, the areas in which teachers could be of most assistance to guidance counselors in working with students, and secondly, check services in which they are currently offering assistance. For most services there was fairly close agreement (within 10 percentage points) between teachers and counselors on which services teachers "could assist" and "do assist." It was found that for each of the 17 service areas 25 percent or less of the teachers gave assistance, and typically larger percentages of both counselors and teachers indicated that teachers could assist more with guidance programs than teachers are currently doing.

Counselor Conferences

Counselors, students and parents reported on individual counseling conferences. Counselors reported that the median percentage of students having two or more 15-minute conferences over the past year was 31; 15 percent of the counselors reported that no students in their schools had two or more 15-minute conferences.

Students were asked a series of questions dealing with student's perception of the counselor's availability, e.g., "Do you know who your guidance counselor is?", and "Is it easy to get an appointment with your guidance counselor?" Large proportions responded positively to these questions. Students were also asked about the frequency and length of individual conferences. Only the responses of senior students who had been in the same school for three or four years were analyzed. The median number of individual conferences for all years was four; 13 percent reported that they had had none, and 25 percent indicated that they had had nine or more over the years. The median length of individual conferences was 16 minutes per conference.

Parents were asked similar questions in regard to their perception of counselor availability. The majority of parents knew the counselor and how to make an appointment with him, but only 36 percent had ever had a private conference with the counselor.

The Distribution of Counselor's Time in the Performance of School Functions

Counselors as a total group and grouped by type of school distributed their time for school functions in a similar pattern. Typically they devoted the largest block of time (up to 60 percent) to counseling with individual students (a median of 40 percent), devoted no time to formal teaching and budgeted the remaining time in small portions to a fairly large range of guidance activities. Thirty-two percent of the counselors also reported spending fractions of their professional time in "miscellaneous" activities such as attendance officer, student discipline, and student activities coordinator.

The Distribution of Counselor's Counseling Time by Type of Student Problem

Counselors estimated 1) the total time spent counseling with students, and 2) how they distributed this block of counseling time by type of student problem. The median percentage of time devoted to counseling was 40; few reported spending 60 percent or more. Of this block of counseling time, counselors reported devoting a small proportion of their counseling time to each of a variety of student problems, e.g., post-high school job placement, low achievers, and emotional or personal problems. The largest block of counseling time was related to college education. An analysis of the time distributions for counselors grouped by type of school showed variation by type of problem.

The Role of Counselors and Teachers in the Pre-entrance Guidance of Students for Vocational Programs

Principals, counselors and teachers were asked a series of questions concerning their role and the kind of criteria used in the pre-entrance guidance of students for vocational programs. Eighty-five percent of the principals reported that their guidance staffs played an active role in the pre-entrance guidance of students into vocational programs. Similarly eighty-six percent of the counselors reported that their guidance staffs gave either prime direction (23%) or assist (63%) in the pre-entrance guidance. Counselors grouped by type of school provided similar percentages.

Fifty-six percent of the teachers reported giving either prime direction (10%) or assist (64%); 33 percent reported that they assume no role. It appeared that in many schools no one assumed the responsibility for prime direction of students considering vocational programs.

Counselors were also asked to rank a list of seven possible criteria used in their school for the admission of students into vocational programs. The criterion, student interests was accorded the rank of one by the largest proportion of counselors. None of the other listed or written-in criteria was given a large proportion of endorsement for any one rank, but were scattered throughout the seven ranks. Other than for student interest, there was no consensus among counselors on priorities of criteria used in the admission of students for vocational programs. Teachers were not asked to evaluate criteria.

Teachers were asked to indicate if they felt guidance counselors in their schools appeared to be as interested in serving vocational students as they are in serving other students. Sixty-two percent of the teachers checked "yes," 21 percent, "no," and 17 percent reported they did not know.

The Use of Standardized Tests

Teachers and counselors reported on the kinds of standardized tests typically available to them as an aid in their work with students. The majority of both respondents indicated that the full range of traditional tests were available except personality tests. They ranked intelligence, achievement, and aptitude tests in that order as being the most useful to them.

The Use and Adequacy of Occupational Information

Counselors, teachers, and students indicated the frequency with which they read and/or received occupational information. The respondents also rated the adequacy of this information. Eighty-four percent of the counselors, 47 percent of the teachers, and 81 percent of the students reported that they have an opportunity to read occupational literature dealing with jobs, careers, and vocational opportunities. Thirty-five percent of the students reported that the kind of job information they want and need is not readily available in their school.

In evaluating the adequacy of occupational literature, teachers, counselors, and students appeared to be satisfied with the quality of what they have been receiving. Approximately half (56%) of the students checked that it was quite helpful, 29 percent checked that it was too general, and 18 percent said "They do not answer my questions." Both teachers and counselors felt occupational information is most useful in the form of clear and concise pamphlets.

Student-Counselor Ratios

Counselors computed student-counselor ratios for their schools using a uniform formula. For all schools, counselors reported a median ratio of 380 students per counselor. There were fairly similar median ratios for four types of schools; rural comprehensive and area vocational schools reported higher medians.

CHAPTER IV

SUGGESTIONS FOR IMPROVING GUIDANCE PROGRAMS

In addition to obtaining information about the current status of guidance, as reported in the previous chapter, the survey sought information and suggestions for improving guidance programs. Appropriate respondents were asked questions about the availability of services and need for services; services which should be provided by the guidance staff; need for differing guidance programs for vocational students, ideal student-counselor ratio, suggested and anticipated changes in present programs, and suggested new materials and equipment. The data are presented in the following sections in the above order. As in Chapter III, most results are presented in tabular form. The code number(s) in the upper-right-hand corner of each table refers to the item(s) which yielded the data on which the table is based.

AVAILABILITY OF SERVICES AND NEED FOR SERVICES

Students and parents were provided a list of possible guidance services and were asked to check a.) those services which are available in their school and b.) those services which are not available but needed. Students also were asked to check those services which they have used. Student utilization of services was discussed in Chapter III and will not be repeated here. Finally, students were asked to rate the effectiveness of their school's guidance service in terms of helpfulness.

Students

Table 42 indicates a strong, nearly perfect, inverse relationship between the percentage of students indicating that a service was available and the percentage of students indicating that a service was not available, but needed. "Aid in course selection," "aid in gaining admission to post high school institutions," and "aid in choosing an occupation" were most frequently checked "available" (89, 88 and 88 percent of the students respectively) and least frequently checked "needed" (6, 9 and 10 percent of the students respectively). "Learning about the world of work," "study habits counseling," and "personal adjustment counseling" were least frequently checked available (by 66, 59, and 57 percent of the students, respectively) and most frequently checked "needed" (by 27, 30 and 30 percent of the students respectively).

In response to a question asking the students to rate the effectiveness (helpfulness) of their school's guidance program, 19 percent of the students reported that their schools' guidance services were of "little or no help;" 39 percent indicated that they were "somewhat helpful;" and 40 percent reported that they

TABLE 42

Available and Needed Guidance Services
as Reported by Students
(N=3038)

S - 9 to 19

Services	Available	Not Available But Needed
Aid in course selection	89%	6%
Aid in gaining admission to post high school institutions	88	9
Aid in choosing an occupation	88	10
Test administration and interpretation	83	11
Planning a program of study	82	11
Parent conferences	79	13
Evaluation of school progress	74	17
Job placement	71	22
Learning about the world of work	66	27
Personal adjustment counseling	57	30
Study habits counseling	59	30

were "very helpful." Two percent did not respond to this question. These results were not tabled.

Parents

Table 43 shows that "aid in course selection" and "aid in admission to post high school institutions" also were most frequently checked "available" by parents (88 and 83 percent, respectively) and ranked low in terms of indicated need (checked "needed" by 8 and 13 percent of the parents, respectively). "Job placement," "learning about the world of work," "personal adjustment counseling" and "study habits counseling" (checked "available" by 51, 49, 48, and 47 percent of the parents) ranked low in availability and high in need (checked "needed" by 30, 36, 32, and 39 percent of the parents, respectively). For parents, as for students, there was an inverse relationship between indicated availability and indicated need, although the relationship was not as strong as for the students.

TABLE 43

Available and Needed Guidance Services as Reported by Parents

(N=1409)

P - 10 to 20

Service	Available	Not Available But Needed
Aid in course selection	88%	8%
Aid in gaining admission to post high school institutions	83	13
Aid in choosing an occupation	79	16
Test administration and interpretation	80	13
Planning a program of study	79	12
Parent conferences	77	16
Evaluation of school progress	73	17
Job placement	51	30
Learning about the world of work	49	36
Personal adjustment counseling	48	32
Study habits counseling	47	39

A higher percentage of students than parents indicated each service to be available, but a higher percentage of parents than students indicated each service (except "evaluation of school progress") was needed. For most services, the differences between students and parents were small, but consistent. For only two services, "job placement" and "learning about the world of work" did indicated availability differ by more than 15 percent. Apparently many parents do not realize these vocational services are as available as students indicated, but do feel they should be available.

SERVICES WHICH SHOULD BE PROVIDED BY THE GUIDANCE STAFF

Each respondent was asked a series of questions intended to elicit respondent opinion in regard to the kind of services which should be provided by a school guidance program. Some of the questions were common to all respondents, others were not. The information obtained is presented for each type of respondent. When possible, comparisons are made between respondents and between school types.

Counselors

Counselors were asked to indicate the percentage of counseling time which ideally should be allocated to each service in a list of services. Table 44 summarizes the counselors' responses to this question. Fifty-two percent of all counselors agreed that at least half of the counselor's time should be devoted to individual counseling. Five percent indicated that counselors should spend no time counseling individuals, while the remainder indicated somewhere between 1% and 49% of the counselor's time as appropriate for this service. Discipline and administration, two traditional assignments for guidance personnel, were solidly rejected. All other services were endorsed for small amounts of time (median percentage of time 10 percent or less).

Table 45 presents a summary of the median responses of counselors by type of school to the question of ideal time distribution. Counselors grouped by type of school proposed similar time distributions for the various services. However, urban vocational counselors suggested slightly higher percentages of time for handling discipline cases, for conferences with school staff, and for research and professional growth. The rural school counselors suggested slightly more time for test administration and interpretation.

Since counselors indicated that the largest part of their time should be devoted to individual counseling, a detailed analysis of their responses by school type for this service is given in Table 46. Counselors from urban general academic schools, urban comprehensive schools, and rural general academic schools suggested higher percentages of time (median 50%) for individual counseling than their counterparts from urban vocational schools, area vocational schools, and rural comprehensive schools (median 40%).

Comparison of the Opinions of Principals, Teachers, Students, and Parents

Principals, teachers, students and parents were asked to review a list of possible guidance services and check those which should be provided by the guidance staff. Table 47 summarizes their responses, listed in decreasing order of total rank. Two services on the principals' and teachers' check lists, "follow-up studies of graduates," and "case studies," were not included on the students' and parents' check list because they were not appropriate for these two groups of respondents.

As can be seen in Table 47, a consistent difference among respondents in percentage of endorsement of guidance services makes direct comparisons awkward. The highest endorsement for each service typically came from principals, second highest from teachers, third highest from parents, and the lowest from students, a pattern nearly reversed, however, for one service, "handling discipline cases." To facilitate comparison, the services were ranked for each group in order of decreasing percentage of endorsement. "Aid in choosing an occupation" was ranked first by all respondents.

TABLE 44

Ideal Distribution of Counselor Time Suggested by Counselors

(N=308)

C - 31

Service	Percent of Time							Median Percentage of Time
	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50+%	
Counseling with individual students	5%	1%	2%	9%	12%	19%	52%	50%
Counseling with groups of students	8	39	40	10	2	0	1	10
Handling discipline problems	78	19	3	0	0	0	0	0
Test administration and interpretation	11	52	29	7	1	0	0	5
Assisting drop-outs	18	70	10	1	1	0	0	4
Conferences with parents	8	45	40	7	0	0	0	6
Conferences with school staff	8	66	24	1	1	0	0	5
Conferences with potential employers	29	60	9	2	0	0	0	2
Research and professional growth	15	68	17	0	0	0	0	5
Compiling occupational information	19	72	8	1	0	0	0	3
Compiling educational information	24	67	8	1	0	0	0	2
Administrative duties	58	34	6	2	0	0	0	0

TABLE 45

Ideal Distribution of Counselor Time as Suggested by Counselors:

A Summary of Medians by Type of School

(N=308)

C - 31

	Type of School						
	Urban Comprehensive (N=90)	Rural Comprehensive (N=33)	Urban General Academic (N=58)	Rural General Academic (N=45)	Urban Vocational (N=23)	Area Vocational (N=59)	All Schools (N=308)
Counseling with individual students	50%	40%	50%	50%	40%	40%	50%
Counseling with groups	10	5	8	10	10	5	10
Conferences with parents	7	5	9	7	8	5	6
Conferences with school staff	5	5	5	5	15	5	5
Research and professional growth	4	5	5	5	10	5	5
Test administration and interpretation	5	10	5	10	5	5	5
Assisting drop-outs	3	5	3	4	4	5	4
Compiling occupational information	2	5	2	5	0	3	3
Compiling educational information	2	2	2	4	4	2	2
Conferences with potential employers	2	1	2	2	1	5	2
Administrative duties	0	0	0	0	0	0	0
Handling discipline problems	0	0	0	0	5	0	0

TABLE 46

Ideal Percentage of Time for Counseling with Individual Students as Suggested by Counselors by Type of School

(N=308)

C - 31

		Percent of Time								
Type of School	N	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+%	Median
Urban Comprehensive	90	6%	0%	1%	9%	10%	14%	33%	27%	50%
Rural Comprehensive	33	6	0	3	12	9	31	15	24	40
Urban General Academic	58	3	2	0	4	12	10	36	33	50
Rural General Academic	45	0	2	5	9	8	25	42	9	50
Urban Vocational	23	9	0	0	4	17	35	22	13	40
Area Vocational	59	7	0	5	17	17	15	24	15	40
All Schools	308	5	1	2	9	12	19	30	22	50

TABLE 47

Services Which Should Be Provided by the Guidance Staff as Suggested by Principals, Teachers, Parents and Students

A-15 P-26
T-17 S-28

Services	Respondents				
	Principals (N=324)	Teachers (N=1405)	Students (N=3038)	Parents (N=1409)	Total (N=6176)
Aid in choosing an occupation	95%(1)*	90%(1)*	76%(1)*	81%(1)*	1
Aid in course selection	90 (3)	88 (2)	68 (2)	78 (2)	2
Test administration and interpretation	92 (2)	83 (3)	58 (4)	65 (6.5)	3
Aid in gaining admission to post high school institutions	88 (5.5)	79 (5)	59 (3)	70 (3)	4
Personal adjustment counseling	88 (5.5)	80 (4)	51 (7)	65 (6.5)	5
Orientation of new students	89 (4)	77 (7)	45 (9)	54 (9)	6.5
Study skills counseling	71 (9)	62 (9)	52 (6)	68 (5)	6.5
Achievement evaluation	87 (7)	78 (6)	50 (8)	63 (8)	6.5
Parent conferences	82 (8)	68 (8)	43 (10)	69 (4)	9
Job placement	62 (10)	53 (10)	56 (5)	48 (11)	10
Conferences with potential employers	59 (11)	50 (11)	40 (13.5)	35 (13)	11
Aiding alumni in obtaining employment	45 (12.5)	35 (13)	42 (11)	35 (13)	12
Job adjustment counseling	45 (12.5)	45 (12)	40 (13.5)	35 (13)	13
Handling discipline cases	15 (15)	25 (15)	41 (12)	53 (10)	14
Home visits	39 (14)	33 (14)	10 (15)	19 (15)	15
Follow-up studies of graduates	82	61	**	**	**
Case studies	68	54	**	**	**

* Rank wihin column.

** This sevice was not listed on the student and parent questionnaires.

While there is much agreement overall, respondents differed in relative percentage of endorsement for some services. Principals ranked "orientation of new students" higher compared to the other groups. Students ranked "job placement" high, "parent conferences" low, while parents ranked "parent conferences" and "handling discipline cases," high. Both students and parents ranked "aid in gaining admission to post-high institutions" and "study skills counseling" higher than did principals and teachers. Overall, it would seem that principals are more concerned with the provision of administrative services (new student orientation, test administration and interpretation) while students and parents are more concerned with those services that will improve school performance and aid in gaining admission to a post-high school institution. In addition, students are concerned with job placement while parents favor parent conferences (ranked low by students).

A Comparison of Respondents by Type of School

Tables 48 through 51 provide additional information in regard to which services should be provided according to the four types of respondents. A separate table was prepared for each category of respondent grouped by type of school. In each of the tables, the percentages were not weighted to account for unequal N's among types of schools; the reader should keep in mind that for all respondents urban comprehensive schools had larger N's.

For most services, each category of respondents was internally consistent across types of schools in the degree to which they endorsed the various services. When differences among school types did occur for individual services, it typically occurred for the cluster of services pertaining to "outside the school" activities, e.g., "conferences with potential employers," and "aiding alumni in obtaining employment." This cluster of services accounted for more than half of the school type differences across respondent categories. The other differences were distributed throughout several services. A few of the more significant differences are noteworthy, for example, area vocational school principals gave more support to services involving "outside the school" activities than their counterparts in urban vocational schools as evidenced by their greater endorsement of "job placement," "conferences with potential employers," "aiding alumni in obtaining employment," "parent conferences," and "home visits." The only exception to this was for "aid in admission to post-high school institutions" which is possibly due to the lesser need for this service in area vocational schools. Urban general academic school principals apparently less frequently than other principals see a need for their counselors to actively participate in job placement activities as suggested by their lower endorsement of services related to this activity. By contrast, teachers were more consistent than principals in their endorsement of job placement, but gave lower percentages of endorsement to job placement. The largest differences were between vocational school principals and vocational school teachers (see Tables 48 and 49). Finally, it is interesting to note that rural comprehensive school teachers as a group are below the all school percentage for 13 of the 17 services and are even for two. Parents for the same type of school, rural

TABLE 48

Services Which Should be Provided by the Guidance Staff

According to Principals by Type of School

(N=324)

A - 15

Services	Type of School						All Schools (N=324)
	Urban Comprehensive (N=90)	Rural Comprehensive (N=34)	Urban General Academic (N=67)	Rural General Academic (N=40)	Urban Vocational (N=27)	Area Vocational (N=66)	
Aid in choosing an occupation	99%	91%	94%	100%	93%	89%	95%
Test administration and interpretation	92	94	91	97	93	86	92
Aid in course selection	98	91	96	90	74	82	90
Orientation of new students	93	91	87	87	85	88	89
Aid in gaining admission to post high school institutions	98	88	82	90	89	79	88
Personal adjustment counseling	93	76	96	90	85	80	88
Achievement evaluation	93	82	87	87	81	82	87
Follow-up studies of graduates	81	88	84	85	78	80	82
Parent conferences	93	82	87	65	67	80	82
Study skills counseling	78	68	76	77	56	61	71
Case studies	74	65	75	60	59	64	68
Job placement	61	59	62	60	63	74	62
Conferences with potential employers	58	50	58	62	48	68	59
Aiding alumni in obtaining employment	37	50	33	45	22	65	45
Job adjustment counseling	49	38	33	47	52	53	45
Home visits	46	56	34	40	22	44	39
Handling discipline cases	10	18	12	22	22	15	15

TABLE 49

Services Which Should be Provided by the Guidance Staff According to Teachers by Type of School

(N=1405)

T - 17

Services	Type of School						
	Urban Comprehensive (N=418)	Rural Comprehensive (N=128)	Urban General Academic (N=261)	Rural General Academic (N=210)	Urban Vocational (N=125)	Area Vocational (N=263)	All Schools (N=1405)
Aid in choosing an occupation	92%	87%	89%	95%	86%	88%	90%
Aid in course selection	91	75	93	90	88	81	88
Test administration and interpretation	87	81	90	88	78	70	83
Personal adjustment counseling	82	80	85	86	79	70	80
Aid in gaining admission to post high school institutions	87	69	84	82	70	66	79
Achievement evaluation	81	78	84	82	72	66	78
Orientation of new students	82	70	79	75	71	73	77
Parent conferences	72	62	75	62	68	61	68
Study skills counseling	67	59	65	63	58	54	62
Follow-up studies of graduates	67	54	62	61	45	63	61
Case studies	58	56	57	50	50	51	54
Job placement	52	45	51	60	46	57	53
Conferences with potential employers	51	36	45	58	42	54	50
Job adjustment counseling	47	31	40	47	51	48	45
Aiding alumni in obtaining employment	29	27	34	38	38	48	35
Home visits	32	30	30	42	20	35	33
Handling discipline cases	21	27	25	29	24	30	25

TABLE 50

Services Which Should be Provided by the Guidance Staff According to Students by Type of School

(N=3038)

S - 28

Services	Type of School Urban Comprehensive (N=878)	Rural Comprehensive (N=286)	Urban General Academic (N=603)	Rural General Academic (N=427)	Urban Vocational (N=255)	Area Vocational (N=579)	All Schools (N=3038)
Aid in choosing an occupation	77%	83%	74%	81%	71%	72%	76%
Aid in course selection	71	68	70	69	63	62	68
Aid in gaining admission to post high school institutions	63	58	60	60	55	53	59
Test administration and interpretation	63	67	61	62	44	45	58
Job placement	54	49	57	56	54	61	56
Study skills counseling	54	62	56	54	45	42	52
Personal adjustment counseling	56	57	53	52	41	40	51
Achievement evaluation	55	55	54	49	45	42	50
Orientation of new students	48	47	58	41	39	38	45
Parent conferences	45	47	46	43	40	38	43
Aiding alumni to obtain employment	40	41	41	38	41	48	42
Handling discipline cases	40	54	40	41	43	36	41
Conferences with potential employers	36	34	39	37	42	48	40
Job adjustment counseling	39	41	41	40	40	41	40
Home visits	9	12	9	12	9	12	10

TABLE 31

Services Which Should be Provided by the Guidance Staff According to Parents of Students by Type of School

(N=1409)

P - 26

Services	Type of School Urban Comprehensive (N=425)	Rural Comprehensive (N=139)	Urban General Academic (N=281)	Rural General Academic (N=187)	Urban Vocational (N=116)	Area Vocational (N=261)	All Schools (N=1409)
Aid in choosing an occupation	78%	81%	80%	84%	75%	86%	81%
Aid in course selection	83	75	80	78	67	74	78
Aid in gaining admission to post high school institutions	73	63	74	70	63	65	70
Parent conferences	75	68	72	65	66	62	69
Study skills counseling	72	69	74	63	59	64	68
Personal adjustment counseling	68	65	66	61	63	61	65
Test administrations and interpretation	69	65	74	62	61	53	65
Achievement evaluation	66	61	70	57	55	60	63
Orientation of new students	59	48	57	47	48	52	54
Handling discipline cases	53	55	51	49	54	56	53
Job placement	45	35	44	42	58	62	48
Aiding alumni to obtain employment	33	28	33	27	45	44	35
Conferences with potential employers	36	24	29	29	49	44	35
Job adjustment counseling	33	31	31	30	51	41	35
Home visits	18	24	15	18	25	23	19

comprehensive, consistently gave lower percentages of endorsement to the "outside the school" cluster of services relating to job placement and job adjustment. Perhaps these parents feel that "outside the school" services should remain external.

Principals' and Teachers' Selection of the Most Important Service

In addition to checking services which should be provided by the guidance staff, principals and teachers were asked to select the three most important services and rank them in order of importance. Only the first selection was tabulated. Each figure in Tables 52 and 53 represents the percentage of the respondents who ranked that service number 1 in importance. For both groups of respondents there was no large consensus for first choice for any one service. The highest percentage agreement of first choice for all principals was 29 for "aid in selecting courses"; and for teachers it was 26 percent, a tie for the same service choice as principals and for "aid in choosing an occupation." Principals and teachers agreed on the six services receiving their highest first choice endorsement, but not in the same rank order.

Principals' responses are presented in Table 52. In comparing the responses of principals grouped by schools, the largest percentage of rural comprehensive school principals and rural general academic school principals selected "personal adjustment counseling" as the most important service, followed by "aid in selecting courses." This order was reversed by urban comprehensive school principals and urban general academic school principals. Urban and area vocational school principals selected "aid in choosing an occupation" as the most important service. It is interesting to note that, while "personal adjustment counseling" was reported by counselors to be the least frequently sought services by students (Chapter III, Table 8) it was considered most important by a comparatively substantial percentage of principals. (See Table 52.)

The responses of teachers are presented in Table 53. Twenty-three percent of the teachers did not answer this question. "Aid in selecting courses" and "aid in choosing an occupation" were each ranked first by 26 percent of those who did answer resulting in a tie for most important service. "Personal adjustment counseling," selected as most important by 17 percent of the teachers answering this question, ranked third in percentage of first choices of teachers. In comparing the responses of teachers grouped by school type, the largest percentage of rural comprehensive school teachers, rural general academic school teachers, and urban and a[illegible]ocational school teachers selected "aid in choosing an occupation" [illegible] the most important service, followed by "aid in selecting courses." This order was reversed by urban comprehensive and urban general academic school teachers. "Personal adjustment counseling" either ranked third or tied for second (rural comprehensive school teachers) in terms of the percentage of teachers selecting it as the most important service.

Academic and comprehensive school principals selected "personal adjustment counseling" most important more often than did the teachers in these schools. The teachers in these schools favored "aid in choosing an occupation" more often than their principals.

TABLE 52

Guidance Activities Considered Most Important by Principals by Type of School

(N=324)

A - 15

Guidance Activities	Type of School						
	Urban Comprehensive (N=90)	Rural Comprehensive (N=34)	Urban General Academic (N=67)	Rural General Academic (N=40)	Urban Vocational (N=27)	Area Vocational (N=66)	All Schools (N=324)
Aid in selecting courses	43%	30%	33%	20%	12%	19%	29%
Personal adjustment counseling	28	32	27	33	12	14	24
Aid in choosing an occupation	4	14	13	12	37	42	18
Achievement evaluation	9	4	8	15	12	1	8
Orientation of new students	4	8	12	4	19	9	8
Test administration and interpretation	4	4	3	14	4	9	6
Others	8	8	4	2	4	6	7
No response	13	21	10	15	7	14	13

TABLE 53

Guidance Activities Considered Most Important

by Teachers by Type of School

(N=1405)

T - 17

Guidance Activities	Type of School Urban Comprehensive (N=418)	Rural Comprehensive (N=128)	Urban General Academic (N=261)	Rural General Academic (N=210)	Urban Vocational (N=125)	Area Vocational (N=263)	All Schools (N=1405)
Aid in choosing an occupation	18%	29%	17%	31%	34%	42%	26%
Aid in selecting courses	30	21	33	21	22	22	26
Personal adjustment counseling	18	21	16	15	14	11	17
Orientation of new students	10	10	11	5	9	8	9
Test administration and interpretation	13	10	6	10	13	5	9
Achievement evaluation	4	4	6	6	0	5	4
Others	7	5	11	12	8	7	9
No response	24	27	19	22	17	27	23

COUNSELORS' AND TEACHERS' OPINIONS ON THE NEED FOR DIFFERING GUIDANCE PROGRAMS FOR VOCATIONAL STUDENTS

Counselors and teachers were asked if guidance services offered to vocational students should differ from those offered to other students (C-32 and T-12). They also were asked to explain their answers. These results were tabulated, but not tabled.

Counselors

Forty-five percent of the counselors indicated that services should differ. Of this 45 percent, 14 percent indicated that vocational students should receive increased occupational information, 13 percent suggested more vocational guidance and 16 percent suggested more achievement evaluation.

Forty-three percent of the counselors indicated that the services should not differ. Of this 43 percent, 17 percent indicated that the student should make the decision about services needed, 15 percent stated that the problems faced by vocational students are not different, 10 percent indicated that all students should be made aware of the full range of opportunities, and 10 percent indicated they were against any kind of preferred treatment for any one group.

Twelve percent of the counselors checked that they did not know if services should differ.

Teachers

Sixty-two percent of the teachers checked that guidance services offered to vocational students should differ from those offered to other students, 21 percent indicated they should not, and 12 percent did not know. Teachers were also asked to give reasons for their answers. Only 3 percent provided reasons. Of these 3 percent responding, the reasons were so diverse that tabulation was not warranted.

Counselors have been criticized frequently for showing favoritism to college bound youth as compared to non-college bound. In view of this, teachers also were asked if counselors appear to be as interested in serving vocational students as other students. The responses to this question (T-16) were tabulated but not tabled. Fifty-five percent indicated that there was no difference, 23 percent indicated that counselors were not as interested in serving vocational students and 22 percent indicated they did not know.

IDEAL STUDENT COUNSELOR RATIO

Counselors and principals were asked to suggest the ideal student-counselor ratio for three types of schools: vocational, comprehensive, and general academic. Table 54 indicates close

TABLE 54

Ideal Number of Students Per Counselor for Three Types of Schools as Suggested by Counselors (N=303) and Principals (N=324)

A - 14
C - 33

Suggested For	Respondents	No Response	Number of Students Per Counselor											Median Ratio
			1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	451-500	501-550	
Vocational High Schools	Counselors	20%	2%	9%	12%	27%	19%	20%	4%	4%	1%	2%	0%	201
	Principals	27	5	14	6	27	16	21	2	6	0	3	0	197
Comprehensive High Schools	Counselors	14	2	6	7	26	27	25	2	4	0	1	0	217
	Principals	18	3	8	4	21	21	28	4	8	0	3	0	234
General-Academic High Schools	Counselors	18	2	5	4	22	28	27	3	6	0	3	0	231
	Principals	27	2	6	3	17	20	27	7	11	1	5	1	254

agreement between counselors (ratio 201:1) and principals (197:1) as to the ideal ratio for vocational schools. Counselors suggested somewhat lower ratios than principals for comprehensive schools and general academic schools. Both counselors and principals suggested the lowest ratio for vocational high schools, followed by comprehensive high schools and general-academic high schools, in that order. Students and parents were also asked to suggest ideal ratios. Table 55 gives the ideal ratio of students per counselor as suggested by students and parents. Their opinions are similar, with the majority of both groups suggesting a ratio of 200:1 or less.

These figures are considerably lower than the actual ratios reported by counselors for each type of school. Actual median ratios reported by counselors (Chapter III, Table 41) were 366:1 for urban vocational schools, 405:1 for area vocational schools, 359:1 for urban comprehensive schools, 416:1 for rural comprehensive schools, and 380:1 for urban general-academic schools and 381:1 for rural general-academic schools. Ideal suggested ratios are about half to three-fourths as large as the actual ratios.

Students and parents also were asked if they thought their school had enough guidance counselors (S-29 and P-24). Fifty-one percent of the students thought their school had enough guidance counselors; 49 percent indicated their school did not. In response to this same question, 41 percent of the parents responded in the affirmative, while 59 percent of the parents felt their school did not have enough.

SUGGESTED AND ANTICIPATED CHANGES IN PRESENT PROGRAM

Counselors, principals, and teachers were asked to suggest changes (given adequate financial resources) in their present guidance program. Table 56 shows the response to this question. "Enlargement of guidance staff" was the most frequently suggested change. Principals (72%) suggested this more often than counselors (60%) or teachers (53%). More teachers (52%) and principals (46%) suggested "increased services" than counselors (33%). A greater percentage of counselors than principals or teachers suggested "better physical facilities," "more clerical help" and "increased occupational information."

Table 57 gives an analysis of suggested and anticipated changes by type of school for principals and counselors. Anticipated changes were far fewer than suggested changes, implying that both principals and counselors do not anticipate filling their program needs soon. Counselors and principals were in substantial agreement concerning need for enlargement of staff and increased services. However, there is considerable variation among schools. For each suggested category of changes, one type of school typically exceeded the all-school percentage of endorsement. Several of these will be mentioned as illustrations. Thirty-four percent of the rural general academic principals suggested a need for better physical facilities compared to the 18 percent for all schools. For increased service, 58 percent of the area vocational principals suggested changes compared to 47 percent for all

TABLE 55

Ideal Number of Students per Counselor as Suggested by Students (N=3038) and Parents (N=1409)

S - 30
P - 25

Respondents	N	No Response	Number of Students Per Counselor						
			100	200	300	400	500	600	Median
Students	3038	1%	32%	29%	19%	10%	5%	4%	200
Parents	1409	3	35	30	19	7	4	2	200

TABLE 56

Changes in the Guidance Program Suggested by Counselors (N=308), Principals (N=324), and Teachers (N=1405)

C - 34
A - 16
T - 19

Changes	Respondents		
	Counselors (N=308)	Principals (N=324)	Teachers (N=1405)
Enlargement of Staff	60%	72%	53%
Better Physical facilities	43	18	14
Increased services	33	46	52
More clerical help	38	15	10
In-service experience	9	7	4
Employment service	2	8	8
Increased testing	13	11	13
Increased occupational information	20	10	7
Miscellaneous	21	17	18

TABLE 57

Changes in Guidance Programs as Suggested and Anticipated by Principals (N=324) and Counselors (N=308) by Type of School

C - 34 & 35
A - 16 & 18

Type of School	N	No Response	Suggestions							
			Enlargement of Staff	Better Physical Facilities	Increased Service	More Clerical Help	In-service Experience	Employment Service	Increased Testing	Increased Occupational Information
			A. Suggested By Principals (N=324)							
Urban Comprehensive	90	16%	76%	19%	46%	19%	5%	9%	8%	11%
Rural Comprehensive	34	18	76	17	41	9	0	9	21	22
Urban General-Academic	67	19	69	23	42	25	9	5	11	9
Rural General-Academic	40	20	63	34	38	10	0	7	15	8
Urban Vocational	27	30	59	8	33	22	8	4	14	7
Area Vocational	66	17	74	8	58	9	9	12	10	13
All Schools	324	19	72	18	46	15	7	8	11	10
			B. Anticipated By Principals (N=324)							
Urban Comprehensive	90	70	20	3	7	1	0	0	0	3
Rural Comprehensive	34	59	35	6	9	6	0	0	6	6
Urban General-Academic	67	66	27	6	14	0	1	0	2	1
Rural General-Academic	40	60	27	2	8	3	0	0	2	2
Urban Vocational	27	56	33	4	11	0	3	0	0	7
Area Vocational	66	35	53	2	25	2	3	4	0	0
All Schools	324	58	32	4	13	2	1	1	1	2
			C. Suggested By Counselors (N=308)							
Urban Comprehensive	90	10	66	40	32	42	12	2	9	19
Rural Comprehensive	33	15	61	27	37	24	9	3	30	21
Urban General-Academic	58	16	49	50	24	38	10	3	18	23
Rural General-Academic	45	4	50	64	40	36	4	0	16	40
Urban Vocational	23	13	65	36	44	42	8	0	5	9
Area Vocational	59	7	65	35	37	40	7	2	9	11
All Schools	308	10	60	43	33	38	9	2	13	20
			D. Anticipated By Counselors (N=308)							
Urban Comprehensive	90	70	13	13	7	1	2	0	0	1
Rural Comprehensive	33	55	21	6	30	12	0	0	6	6
Urban General-Academic	58	59	14	11	13	2	0	0	2	4
Rural General-Academic	45	64	16	9	16	0	2	2	7	2
Urban Vocational	23	61	30	13	14	0	0	0	0	0
Area Vocational	59	45	27	4	20	4	1	0	5	6
All Schools	308	60	19	10	15	3	1	1	3	3

schools. Although, (as indicated in Chapter III) rural comprehensive school counselors spend more time in testing than counselors in other types of schools, rural comprehensive school principals and counselors suggested increased testing more frequently (21%) than their counterparts in other schools (11%). Counselors in comprehensive and general-academic schools suggested increased occupational information more often than vocational school counselors and also more often than principals in general-academic and comprehensive schools.

SUGGESTED NEW MATERIALS AND EQUIPMENT

Counselors were asked which new materials and equipment they would purchase (given adequate financial resources) in order to make their guidance programs more effective. Table 58 summarizes the responses. For all schools, audiovisual equipment was most frequently suggested (33%) followed by bulletin boards, book shelves, etc. (25%), and books and pamphlets (23%).

In analyzing the responses grouped by type of school, there is no consistent pattern of preferences. A higher percentage of rural comprehensive school counselors (30%) suggested testing materials than the all school percentage (9%). Four groups of schools, urban general academic, rural general academic, urban vocational, and area vocational indicated a greater need for bulletin boards, book shelves, etc., than the counselors in general. Fifty-one percent of the urban general academic counselors expressed a preference for audiovisual equipment compared to the all counselor endorsement of 33 percent.

SUMMARY

In addition to providing information about the current status of guidance programs as reported in the previous chapter, respondents provided suggestions for improving guidance programs as summarized below:

Availability of Services and Need for Services

Students and parents were in substantial agreement concerning the availability of guidance services and on the need for these services. There was a strong, inverse relationship between indicated availability and indicated need. Both students and parents reported that teaching about the world of work, personal adjustment counseling, and study habits counseling, in that order, were the least available and most needed services. Nineteen percent of the students reported that their school's guidance services were of little or no help, 39 percent somewhat helpful, 40 percent very helpful.

TABLE 58

New Materials and Equipment Suggested by Counselors

by Type of School

(N=308)

C - 36

Suggestion	Type of School Urban Comprehensive (N=90)	Rural Comprehensive (N=33)	Urban General Academic (N=58)	Rural General Academic (N=45)	Urban Vocational (N=23)	Area Vocational (N=59)	All Schools (N=308)
Audio-visual equipment	34%	37%	51%	33%	38%	33%	33%
Bulletin boards, book shelves, cabinets, office machines	23	16	33	41	39	41	25
Books and pamphlets	23	33	30	25	26	25	23
Occupational information	20	15	22	19	0	19	17
Additional space	19	12	9	17	14	17	14
Tests	2	30	7	15	5	15	9
Research findings	1	3	0	0	4	0	1
Assistance from a guidance agency	1	0	0	0	0	0	0

Services Which Should be Provided

When asked to indicate the ideal allocation of their time for various guidance services, counselors suggested that at least half should be devoted to counseling with individual students and that a number of other services should be allocated small proportions of time each. The majority of the counselors suggested no time allocations for handling discipline cases and administrative duties.

For most services, principals gave the highest percentage of endorsement, followed by teachers, parents and students, in that order. The exception, "handling discipline cases," was endorsed by relatively small percentages of principals and teachers while approximately half of the students and parents indicated the guidance staff should provide this service. "Aid in choosing an occupation" and "aid in course selection" were services highly endorsed by all respondents.

In comparing respondents' endorsement across types of schools, it was found that for most services each category of respondents was internally consistent in the degree to which they endorsed the various services. When differences did occur it was typically for a cluster of services relating to "outside the school" activities, e.g., conferences with potential employers, aiding alumni in obtaining employment, job placement, and job adjustment counseling.

In addition to checking services which should be provided by the guidance staff, teachers and principals selected the three most important services from a list of 17 services. For both respondents there was no large consensus for first choice for any one service. Principals and teachers agreed on their six top choices but not in the same rank order.

Need for Differing Guidance Programs for Vocational Education Students

Forty-five percent of the counselors indicated guidance programs should differ for vocational education students, 43 percent indicated they should not, and 12 percent responded "don't know." More achievement evaluation, more occupational information, and more vocational guidance were the most frequently suggested differences.

When asked if counselors appear to be as interested in serving vocational students as other students, 55 percent responded "yes," 23 percent "no," 22 percent "do not know."

Ideal Student-Counselor Ratios

All respondents except teachers were asked to suggest the ideal student-counselor ratio. Principals and counselors suggested somewhat lower student-counselor ratios for vocational schools than other types of schools. The majority of all respondents suggested ratios of 200:1 or less, with parents and students suggesting slightly lower ratios than principals and counselors. Forty-nine percent of the students and 59 percent of the parents indicated they thought their schools did not have a sufficient number of guidance counselors.

Suggested and Anticipated Changes in Present Programs

Counselors, principals, and teachers were asked to suggest changes (given adequate financial resources) in their present programs. "Enlargement of staff" and "increased services" were frequently suggested by all respondents. Substantial percentages of counselors suggested "improved facilities" and "increased clerical help," mentioned less frequently by principals and teachers. When asked which changes they anticipated being made within two years, counselors and principals most frequently mentioned staff enlargement and increased services again. For both, anticipated changes were markedly far fewer than suggested changes.

Suggested New Material and Equipment

Counselors were asked which new materials and equipment they would purchase (given adequate financial resources) in order to make their guidance program more effective. Audiovisual equipment was most frequently suggested (33%), followed by bulletin boards, book shelves, etc. (25%), and books and pamphlets (23%).

CHAPTER V

THE PROFESSIONAL EDUCATION OF THE COUNSELOR

A dynamic counselor education program is essential for continued growth and innovation of the guidance profession. Continuous periodic evaluation of counselor education is needed to keep in step with the new trends in education and the world of work. Keeping abreast with a changing society is critical, not only for the pre-service training of counselors, but for in-service training as well. Major changes in the national occupational structure, training requirements, courses offerings, and post-high-school technical programs partially illustrate new informational demands on the counselor. In addition to changes in the content of occupational and educational information, there is a need for training in new counseling techniques, referral services, and modern guidance program administration. The new developments in elementary school guidance are seen by some as a specialty by itself. Experts on poverty and the educationally disadvantaged or culturally deprived argue that more training in sociology is necessary to work effectively with these populations. The growth and change of curriculum content in vocational programs raises still another counselor training issue. Some educators and guidance workers feel that guidance counselors are not adequately trained to assist students with special needs.

Considering these and the other problems related to the selection and preparation of counselors, a number of questions were included in the counselor questionnaire which would produce some information about the educational qualifications, background, and experience of counselors working in secondary schools. As no national survey of school guidance services has been conducted since the one reported by Jones and Miller in 1954, the present status in this regard is not known. It is assumed that in order to take steps for improving the level of counselors it is necessary to have an idea of the existing state of affairs. This chapter, therefore, presents data about the education, training and work experience of the counselors employed in different types of secondary schools.

FORMAL EDUCATION

Most of the counselors in the sample had 18 or more years of formal education, including elementary and high school. In the national sampling study of Project Talent (Wrenn, 1962), 70 percent of the counselors had a master's degree. In the present sample, as one may expect, the situation is better. Ninety percent of the counselors held a degree beyond the bachelor's degree: 79 percent held master's degrees, nine percent specialist's degrees, and two percent doctorates. Seventy-six percent of the master's degrees were in the fields of education and guidance counseling; 62 percent of the specialist's degrees also were in education and guidance counseling. Eighty-four percent of the counselors reported being certified as guidance counselors in their respective states.

Ninety-one percent of the counselors indicated that they had received formal training in guidance; 75 percent of them had taken 20 or more semester hours of formal course work in guidance. Training in the use and dissemination of occupational information was reported by 79 percent of the counselors.

Counselors were asked how many credit hours beyond high school they had in vocational education. The responses to this question are shown in Table 59 for the total group and by type of school. Forty-six percent of all counselors reported having had some amount of vocational education beyond high school. Only in the two kinds of vocational schools did more than half of the counselors report any post-high-school vocational training at all.

EMPLOYMENT EXPERIENCE

Counselors were asked to report the occupational areas in which they had been employed for a period of time equivalent to at least three months of full-time employment. They were asked not to include jobs held before the age of 18 years nor teaching and/or counseling positions. The results are shown in Table 60 both for the total group of counselors and broken down by type of school.

As can be seen in Table 60 counselors as a total group have had work experience in each of the nine major occupational categories. Forty-seven percent listed clerical occupations, the highest proportion, and from 26 to 35 percent listed experience in unskilled, semi-skilled, and skilled occupations.

In the analysis of previous work experience for counselors grouped by type of school, Table 60 shows that vocational school counselors had more experience in the armed services and in skilled occupations than the other four types of schools. Perhaps this is related to the fact that the armed services has been a popular source of vocational training over the years. The area vocational school counselors reported a much larger proportion of counselors with managerial experience than their urban vocational counterparts and more than other schools, too. The urban comprehensive and general-academic counselors have larger proportions having had clerical experience than the other schools; perhaps this is a function of urban living. As one might expect, the rural school counselors reported the highest proportions of counselors by type of school who have had experience in agricultural occupations.

Counselors were also asked to describe the kinds of work experience which they felt were the most useful in providing vocational guidance to students (C-17). Fifteen percent of the counselors did not answer this question. Of those who did, a number of work experiences were reported, but the overwhelming choice was "industrial work" experience which was mentioned by 86 percent of the respondents. The next highest vote was for job selection and placement (17%); military service, formal course

TABLE 59

Post High School Course Work in Vocational Education

As Reported By Counselors By Type of School

C - 13

	Number of Semester Hours							
Type of School	0	1-9	10-19	20-29	30-39	40-49	50+	Median
Urban Comprehensive (N=90)	52%	30%	9%	1%	1%	4%	3%	0%
Rural Comprehensive (N=33)	64	24	6	3	0	3	2	0
Urban General Academic (N=58)	64	27	2	2	0	2	3	0
Rural General Academic (N=45)	67	17	7	2	3	2	2	0
Urban Vocational (N=23)	43	14	17	9	0	8	9	4
Area Vocational (N=59)	42	27	7	10	9	0	5	3
All Schools (N=308)	54	26	7	4	2	3	4	0

TABLE 60

Previous Employment Experience Reported By Counselors in Different Types of Schools

C - 16

	Type of School						
Type of Employment	Urban Comprehensive (N=90)	Rural Comprehensive (N=33)	Urban General Academic (N=58)	Rural General Academic (N=45)	Urban Vocational (N=23)	Area Vocational (N=59)	All Schools (N=308)
Professional occupations	34%	27%	33%	36%	48%	32%	34%
Managerial	22	24	38	31	17	46	31
Clerical	57	36	55	38	39	41	47
Armed services	38	42	28	33	48	54	40
Agriculture, fishery, forestry	20	24	9	29	17	3	16
Service occupations	34	36	52	27	39	46	39
Skilled labor	26	18	22	24	48	37	28
Semi-skilled labor	34	42	41	29	35	29	35
Unskilled labor	22	21	29	33	26	25	26

work, and the study of the nature of work were also listed by very small percentages of the respondents.

ADEQUACY OF COUNSELOR TRAINING

Counselors were asked a series of questions concerning the adequacy of their training for their present counseling positions. Tables 61 and 62 show the responses of counselors to two questions asking counselors to rate the adequacy of their training and suggestions for improving training. As can be seen in Table 61, the majority (58%) of the counselors rated their training as "very adequate" or near "very adequate," using a five point rating scale.

TABLE 61

Adequacy of Training for Present Counseling Position

As Rated By Counselors

(N=308)

C-14

	Percent of Counselors Rating*				
	Very adequate				Very inadequate
Rating	1	2	3	4	5
Percent	23%	36%	26%	10%	4%

* one percent of the counselors did not answer this question.

Counselors also were asked to suggest ways in which their training might have been improved. Table 62 provides a summary of these suggestions.

Many of the suggestions in Table 62 pertain to more practicum experience, e.g., internship, industrial experience, and counseling practicums. A desire for improved training in the use of occupational and educational information also was suggested. In an earlier question (C-12) asking counselors if they felt their training in the use of occupational information was adequate, of those who had had training in this area, 54 percent of the counselors said that the training was not adequate.

Counselors were further asked if training programs for counselors who will be working primarily with vocational students should differ from those for counselors working with other students. Forty-eight percent of the counselors checked that they should differ; 33 percent said they should not differ; and 19 percent did

TABLE 62

Ways of Improving Counselor Training As Suggested By Counselors*

(N=220)

C-15

Suggestion	Percent of Counselors
More seminar and practicum experience	27%**
Better training in occupational information	26
Miscellaneous suggestions (others)	25
Better course content	22
More counseling experience	21
More training in measurement	14
Internship training	9
Information on specific areas (e.g., Vocational programs)	6
Experience in business and industry	5

* 29 percent of the counselors did not answer this question.

** Shows percent of counselors who did answer this question.

not know. Of those who indicated that the training programs should differ, 93 percent gave reasons. The reasons were categorized in terms of similarity and represented a wide range of categories. There was no large consensus for any single category. The reasons included such suggestions as "they should differ in course content only"; "more job information and experience for vocational program counselors"; "specialized training"; "work experience in industry and business"; and "more up-to-date information for counselors working with vocational students."

Of the counselors who indicated that the training should not differ, 67 percent offered reasons or explanations. These, too, represented a wide range of categories without any clear-cut consensus for any one category. The largest percentage of endorsement for single categories were reasons such as: "the self-concept of the student is more important than occupational goals"; "there should be no major differences in training"; "training should be fairly standard"; and "counselors should be familiar with all student problems to allow flexibility in training." None of the foregoing reasons represented more than 20 percent of the counselors responding to this item.

Additional discussion of the professional education of the counselor will be presented in Chapter VI in which the findings of this part of the survey will be incorporated with other survey data to provide further analysis.

SUMMARY

This chapter focused on a major issue in guidance, the professional education of the counselor. Counselors were asked a series of questions concerning their formal education, guidance training, employment history, and how they rated the adequacy of their guidance preparation. The responses to these questions were presented in tabular form.

Formal Education

Most of the counselors (90%) held advanced degrees; 79 percent held master's degrees, 9 percent specialist's degrees, and 2 percent doctorates. Seventy-six percent of the master's degrees were in the fields of education and guidance. Eighty-four percent of the counselors reported that they were certified for guidance in their respective states.

Forty-six percent of the counselors indicated that they had had varying amounts of vocational education courses beyond high school.

Employment Experience

Counselors were asked to summarize their previous full-time employment other than teaching and counseling. As a total group, counselors reported having had previous employment in each of the nine major occupational areas. Clerical occupations was the area most frequently reported by 47 percent of the counselors. From 26 to 35 percent indicated that they had worked in unskilled, semi-skilled, and skilled occupations. There was considerable variation for previous work experience when counselors were grouped by type of school.

In response to a question asking counselors which kinds of work experiences they felt were most useful in providing vocational guidance to students, 86 percent mentioned "industrial work," others were also mentioned, but much less frequently, such as military service, and job selection and placement.

Adequacy of Counselor Training

Counselors were asked a series of questions concerning their evaluation of the adequacy of their guidance training. The majority of counselors rated (on a five point scale) their training as "very adequate" or "adequate." Fourteen percent checked that the training was "very inadequate."

Counselors also suggested ways in which their training might have been improved. Their suggestions were categorized into nine categories and included such recommendations as more seminar and practicum experience, more training in occupational information, better course content, more counseling experience, more training in measurement, and internship experience.

Finally, counselors were asked if they felt that training programs for counselors who will be working primarily with vocational students should differ from those counselors working with other students. Forty-eight percent checked that they should differ, 33 percent said they should not differ, and 19 percent did not know. For those who answered "yes" and "no" as to whether they should differ, the majority offered reasons for their answers. The written reasons covered a range of explanations and there was no large consensus for any one category. Reasons for why they should differ included "they should differ in course content only"; "more job information and experience for counselors working with vocational students"; and "specialized training." The counselors who said that they should not differ argued that "the self-concept of the student is more important than occupational goals"; "training should be fairly standard"; and "counselors should be familiar with all student problems to allow flexibility in training."

Additional discussion of counselor education will be presented in Chapter VI.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Preceding chapters have described the status of vocational guidance in secondary schools by reporting survey findings in detail with respect to a number of major issues and problems. Such reports are essential to the development of responsible action programs. Yet, it is apparent that the problems are not independent; they are closely related and any solution proposed for one has an effect on the others. Thus, the selection of services to be offered is related to staffing levels and patterns, to counselors' training, to student-counselor ratios, and so on through the list of problems. Efficient action to improve vocational guidance programs evidently requires a conceptual framework or a methodology for dealing with all of the major problems at once.

It might be hoped that a comprehensive study of operating guidance programs would discover goals and objectives, successful methods, and effective operating conditions of sufficient generality to permit the formulation of a tentative conceptual framework or, at least, to support the specification of an improved guidance program applicable to all secondary schools. Unfortunately, the many results having some generality over schools and over significant groups are not of the kind to provide much help to the development of a conceptual framework or a generally appropriate guidance program. The findings describe important differences among schools with respect to many of the issues investigated. They also reveal that significant individuals and groups within schools hold different opinions about such important matters as the proper goals of the guidance program, the immediate needs to be met, the proper roles of participants, and the resources available and needed.

The root problem seems to be one of selecting for the guidance program a set of appropriate goals which are attainable within the current and projected resources of the school. In this study, the services and functions expected from the programs characteristically were far more than the guidance staff could be expected to provide with available resources and methods. Not uncommonly, a single counselor was confronted with a considerable range of service needs, including such one-to-one services as individual counseling and conferences with parents, group activities such as testing and group vocational guidance sessions, and many record-keeping duties. The situation in some schools was made more difficult for the counselor by including among his duties such things as discipline, substitute teaching and attendance taking, none of which is considered a normal part of a guidance program. In this kind of situation, a counselor must spread his time too thinly across his various responsibilities to succeed at any of them, or he must devote his time to some at the expense of others. The understandable results are that actual programs vary from one counselor to another, even if the formal requirements are the same, that program activities and emphases in a school vary over time as the counselor adjusts to changes in his overload, and that significant individuals and groups describe guidance needs and functions differently.

This mismatch between program requirements and resources seems likely to continue if present practices persist. A recent, government-appointed committee estimated (Houghton, 1966) that there will be 75,500 persons with master's degrees in counseling and guidance by 1975, but that more than twice that number (159,000) will be needed for a "truly effective" counseling program.

The conclusion seems inescapable: if guidance programs are to be effective in meeting service needs with limited resources, they must be designed systematically and realistically to achieve a set of clearly stated objectives selected from a much larger set of possible objectives. As resources are increased, the set of stated objectives can be expanded as warranted by the resources. Further, methods for achieving the objectives must be designed or selected to accomplish their purpose efficiently; the choice can not be restricted to methods previously used. This study did not provide an adequate basis for the selection of a set of universally appropriate objectives with a companion set of means for their accomplishment. But the task is feasible for any school, or other operating unit, through the general methods developed for designing and analyzing systems of many kinds.

The remainder of this chapter is devoted, first, to an outline of recommended steps in applying systems methods to the design of guidance programs. This outline is followed by a brief review of guidance methods which the authors recommend for consideration in designing new guidance programs. Finally, problems recommended for further research are listed.

SYSTEMS METHODS APPLIED TO GUIDANCE PROGRAM DESIGN

Systems methods have been used in a variety of fields including business management, engineering, applied physics, military training, environmental planning, and space sciences. The methods also have been applied to problems in education and guidance (Campbell, Tiedeman & Martin, 1966; Minor, 1968; Ryan, 1968; Starr, 1967; Stufflebeam, 1967; Tiedeman, 1967). The interested reader will find additional, useful information about related applications of system methods in the works of Boffey (1967), Finan (1962), Gagné (1962) and Springer (1967). For the present purpose, it seems most appropriate simply to describe below the steps recommended for application of system methods to the design of guidance programs.

State the need(s) to be satisfied. Begin by stating the need(s) which suggest consideration of a guidance program as a possible solution. Determine whether guidance actually does offer at least a partial solution to the need and verify with knowledgeable people both the need and the possible contribution of a guidance program to satisfaction of the need.

Define the guidance objectives which will contribute to satisfying the need(s). Define that portion of each need which can be satisfied by a guidance program. Describe these as program objectives. State each objective in terms of measurable student behaviors giving both the conditions under which the desired behavior is to be demonstrated and the criteria for successful demonstration.

Define the constraints which an acceptable guidance program must satisfy. Identify the kinds of constraints (student characteristics, facilities, finances, timing, staff size and capabilities, administrative policies, etc.) on the design of a program to meet objectives. List the specific constraints within each type and determine their individual sources, severity, and importance. Check on each constraint to be sure it is real and not just derived from presupposition or traditional practice.

Devise several alternative guidance systems. This step requires, for each alternative system, detailed planning of specific operations for the accomplishment of program objectives. It is important that ideas be solicited from many sources and that consideration be given to both established and new methods and techniques. In devising systems, attend to the relations among operations and procedures within the system. Try to allocate resources efficiently to operations so that overloads and gaps are minimized. Check to assure that each operation is preceeded by the necessary preliminary activities and is itself necessary and sufficient for subsequent operations. It is in this step that constraints must be considered carefully. It is probable that some reconsideration of objectives will be necessary when the resources and operations required for alternative systems are detailed. Each alternative finally devised must promise achievement of the resulting set of objectives within the identified constraints.

Select the best alternative by careful analysis. Define criteria for choosing among alternative systems, establish a quantitative method for rating each alternative against the criteria, specify the relative importance of each criterion, and use analytic methods to select the best alternative. The analytic results should be checked against mature judgment before a final selection is made.

Pilot-test the chosen alternative. A tryout of the program under controlled conditions is important to identify and correct problems prior to full-scale implementation.

Implement the tested program. As the program is moved from planning and test to actual practice, a variety of problems and adjustments can be expected, but their effects can be minimized by careful preparation and by being ready to deal promptly with difficulties as they arise. Prior to implementation, delineate the activity elements, schedule of events and resource requirements. Establish responsibilities and procedures for all operations and train the participants. Establish machinery for collecting and processing the evaluative data.

Evaluate the program. A careful plan for evaluation of the success of the system must be prepared before implementation.

This plan must provide for controlled operation of the new system so that results can be attributed to known events. Using the measurable behaviors specified as objectives and the conditions stipulated for demonstration of achievement, develop as many tests as may be required to measure the achievement of the objectives by students. Also include other measures which will identify other effects of the program. Administer the tests and measures to the controlled experimental system, interpret the results both quantitatively and qualitatively with respect to the achievement of objectives. At intervals, re-evaluate the need for which the guidance system was devised and all elements of the system.

Feedback modifications to the guidance system. As evaluative data are collected, study the descrepancies between objectives and student performance to determine probable causes for the discrepancies. Analyze the system to locate the best place for correction. Develop a specific corrective action and install it on the next cycle. Evaluate the program again to assess the effectiveness of the corrective action. Continue to detect, evaluate and correct discrepancies.

METHODS FOR CONSIDERATION IN GUIDANCE PROGRAM DEVELOPMENT

The results of the survey, interpreted in the light of both established and developing guidance methods and techniques, suggest that a variety of tools are available and should be considered when devising new guidance programs. It is recommended that the following methods be given such consideration.

Team operations. There are many advantages to be gained from an integration of the efforts of various specialists such as school nurses, psychologists, teachers and guidance counselors (Bottoms, 1967; Holt, 1964). The team approach is not new in education and has been used successfully in other settings, especially in rehabilitation.

A guidance role for teachers. The teacher's contribution to the guidance program often is overlooked inadvertently. The survey identified areas in which teachers could be of assistance and expressed willingness to contribute. Using teachers effectively as part of the program necessitates not only programming specific goals and functions for the teacher, but also being mindful of the teacher's total academic load. Developing such things as guidance curriculum materials in the form of classroom lesson plans and teaching aids would probably alleviate some of this problem (Ashcraft, 1966).

A role for para-professionals. The para-professional is receiving increasing attention as a critical team member in a number of settings. The para-professional with specialized training to focus on specific tasks within the general program could handle many specialized guidance functions such as collection and dissemination of occupational information, test administration, liaison with industry, and location of employment opportunities. For some duties, the para-professional might need a bachelor's degree, whereas for others, a two-year associate degree, or a high school diploma might suffice. Authorities who have investigated the use of para-professional personnel argue that, for some tasks, the para-professional is more effective than the highly trained professional (Fantaci, 1968; Stiller, 1967). For example, para-professionals can achieve a better working relationship with the educationally disadvantaged and with the culturally deprived than do highly trained professionals.

Interagency cooperation. Guidance program administrators should consider relevant state and local agencies who have investments and potential contributions to make to the general guidance program. These would include such agencies as rehabilitation, local employment services, and community mental health centers. Gardner (1960), Herr (1968) and Venn (1968) have encouraged interagency coordination as a central responsibility of the state and local guidance staffs. These agencies should be considered in dealing with such problems as the transition from school to work, personal adjustment problems, and vocational development. Some states, Ohio, for example (Odgers, 1967), already are beginning to move in this direction. Others should consider similar strategies as an element in their systems approach.

The use of data processing and computer technology. This survey and other studies have demonstrated that the typical counselor spends from twenty to thirty percent of his time in routine "busy-work" tasks which could be delegated to data processing. There are a number of experimental projects underway to demonstrate how data processing and computer techniques can be used effectively as a guidance support toll (Campbell, Tiedeman, and Martin, 1966; Minor, 1968; Pierce, 1967). Most of these pilot projects are designed to relieve the counselor and student of handling voluminous occupational and educational data.

Student involvement. The survey found that students did not utilize services as effectively as they could, even though they were aware of guidance services in their schools and reported needed help with their problems. Perhaps, this is a function of how they view the effectiveness of the various services, or of not being motivated to expend the effort required to take advantage of the available services. Perhaps, the guidance profession should take a closer look at this problem, especially as it pertains to getting the students to become involved to the extent of assuming responsibility for their plans and decisions.

The counselor's role in developing the school curriculum. Due to the counselor's strategic position within the school, he should be able to provide valuable feedback for evaluating the effectiveness of educational programs. His knowledge of college admission requirements, occupational requirements, and of reports from students, parents, and teachers should provide a helpful input in reshaping curriculum. It is suggested that the counselor be more actively involved in developing curriculum.

Exploratory programs. To improve the effectiveness of acquainting students with educational and vocational opportunities, exploratory experiences ought to be developed for junior and senior high school students (see for example Cleere, 1968).

Advisory committees. The survey demonstrated the need for differential guidance programs as determined by the individual needs of a school and its community. In other words, the same guidance services should not be imposed upon all schools, but services should be flexible as appropriate to the needs of a particular student population and community. Perhaps, a community citizens' advisory committee would help to insure the satisfaction of needs in a particular school setting. There is a gradual trend in this direction as some of the larger school districts are regrouping into autonomous subdistricts with representatives of the community encouraged to participate in school policy and planning.

Counselor education. Allowance for counselor training within the system's model would increase the probability of an adequate supply of appropriately trained counselors to meet program goals. Counselor education should be congruent with the anticipated needs of the program. A number of changes in counselor education were suggested in an earlier chapter; probably, the most obvious consideration is the need for training "catalyst-innovators" to direct the pupil personnel team. This person should have not only core guidance training, but also more breadth in the behavioral sciences, social welfare services, data processing techniques, and general administration. This new kind of guidance professional should be selected carefully and provided with practical internship experience in addition to academic coursework.

Counselor training programs should consider including internship options appropriate for such different guidance settings as vocational education, junior high schools, industry, and elementary schools. This does not imply that each counselor would have to take all the internship options, but could elect those which are most appropriate for his professional goals. Although there is a national movement to bring about changes in counselor education (Gysbers, 1967; Riccio and Walz, 1967; Ryan, 1968), it is uncertain as to how soon these changes will be implemented.

RESEARCH RECOMMENDATIONS

In addition to guidance programming recommendations stated above, the survey identified a number of research problems. These are described below. The list of research problems is restricted to those which most directly complement the foregoing program recommendations. The list includes both basic and applied developmental research.

Adoption of innovations. Mobilizing the forces and conditions to bring about desirable change can be a major problem. Over the years, considerable interest has been expressed in the problems of diffusion and adoption of innovation in all fields including education and guidance. Historically, the latter have been lax in implementing needed changes. The research-to-practice lag has been as long as 20-30 years (Foshay, 1966; Guba and Clark, 1967; Rogers, 1962). Many feel that the time is ripe for change in both education and guidance, but few studies have attempted to investigate the process of change with the purpose of attempting to facilitate needed change. It is recommended that research be pursued specifically on the diffusion and adoption of guidance innovations. A number of questions bearing on the adoption of innovations are posed below:

1. What forces are instrumental in both negatively and positively influencing change?
2. How general and specific are these forces, e.g., political, societal, administrative, personal, and economical?
3. If there are multiple effective forces, is there an optimum blend of these forces before change can occur?
4. When an innovation is adopted, how does this occur? Is there a generalizable sequential pattern across guidance settings, or is there a unique sequential pattern for each setting? For example, are the basic elements of the change process as applicable in Podunk as they are in Leadville?
5. Can a set of theoretical principles (general and setting-unique) be deduced to account for the common and unique elements of change?
6. Given a dozen innovations, supposedly ready for adoption within the field, is there a way to identify those with the greater probability of being adopted as opposed to those which have less probability of being adopted? Is there a readiness differential, if so, why? Can an "adoption readiness" check list be developed by which to evaluate the readiness of the innovation and the climate for adoption?
7. To what degree do theoretical movements influence change?
8. What role do professional organizations play in achieving change? Do they facilitate, impede, or perpetuate the status quo?
9. What are the relations between societal values and change? Is there a general societal assumption that change is always good?
10. What is the effective sequential relation between field testing and large scale implementation of the innovation?
11. How are such innovations as the following progressing in terms of adoption?

    Reshaping of counselor education (Gysbers, 1967; Ryan, 1968; Wilson, 1965)

Vocational decision-making by means of data processing and computer technology (Pierce, 1967; Tiedeman, 1967)

Guidance curriculum materials (Ashcraft, 1966)

Personnel staffing (Bottoms, 1966; Holt, 1964)

Interdisciplinary approaches (Campbell, 1967)

Program development (Herr, 1968)

New occupational information media (Boocock, 1967; Martin, 1967; Pierson, 1967)

Interagency cooperation (Gardner, 1960; Venn, 1968)

Student assessment. Periodic educational and vocational appraisal of student progress is essential for individualized planning. Although effective assessment has been a traditional problem in guidance, the survey could find no evidence that this problem has been alleviated. The survey indicated that guidance counselors frequently were handicapped by inadequate appraisal techniques, lack of time needed for individual appraisal, a systematic scheme for periodic appraisal, and failure to agree on criteria for educational placement, especially as it pertains to selection for vocational programs. Although progress has been made in some aspects of student appraisal, measurement of interests and vocational development (Borow, 1964), for example, much needs to be accomplished. A few of these needs are identified below.

1. Criteria for the differential selection and placement of students for various educational programs.

2. Reliable vocational predictor variables based upon periodic follow-up of graduates, especially the non-college bound.

3. Methods to encourage the student to assume more responsibility for his vocational-educational direction in terms of periodic self-evaluation.

4. Test batteries for placement of students into vocational programs. A basic question related to this problem is that of skill clusters versus specific occupational skills. Should students be selected and trained for a cluster of minimal skills which facilitate subsequent occupational transfer or should they be trained in specific job skills?

5. Educational diagnostic techniques to provide an early warning for students heading toward an educational or vocational crisis. An early-warning diagnostic technique might detect problems in the early stages before they result in such major difficulties as poor academic motivation, chronic

underachievement, unrealistic educational-vocational plans, and inadequate learning skills.

Transition from school to work. The survey results suggested a need for vocational guidance services to extend beyond the school to job placement, liaison with industry, and follow-up of graduates. The findings also indicated some uncertainty concerning how and by whom these services should be accomplished. Some respondents felt this should be the school's responsibility as a logical extension of school guidance services. Others indicated that the responsibility should be assumed by agencies external to the school. Regardless of where the operational responsibility lies, the transition from school to work is an important research area. Several problems on which research is needed are:

1. Specification of sequential vocational experiences to to facilitate the transition from school to work.

2. The importance of work experience during the school year years as a way to familarize the student with a world of work.

3. Minimizing young workers' adjustment problems, especially those related to acceptance of supervision, alienation, coping with large-scale work organizations, geographic mobility, and realistic work expectations. Research on these problems would be facilitated by a comprehensive conceptualization of the nature of vocational man (Garbin, *et al*, 1968; Miller, 1964; Smith & Cranny, 1968.

Students with special needs. Students who do not succeed in school because of socio-economic, emotional, intellectual, or physical handicaps continue to present a perplexing set of problems for guidance. Probably, the clearest evidence of the significance attached to this problem is the increasing professional literature describing the problems associated with school dropouts and underachievement (Miller, 1965; Schreiber, *et al*, 1964; Kornrich, 1965). Two research problems in this area are suggested as follows:

1. Since research and counseling practice indicate that students with special needs are not a homogenous group, research is needed to establish a typology which will permit differential diagnosis and differential treatment of these sub-populations.

2. In the case of school dropouts, research indicates that alienation towards school, the forerunner to dropping out, occurs in early junior high school years considerably before the legal school dropout age. Research directed toward the early identification and alleviation of alienation are needed.

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APPENDIX A
LETTERS

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
980 KINNEAR ROAD
COLUMBUS, OHIO 43212

November 25, 1965

Dear Sir:

As one of the follow-up activities of a national seminar on guidance conducted by The Center for Vocational Education at The Ohio State University earlier this year, The Center in undertaking a national study directed toward the improvement of guidance services in secondary schools. The results of the study should provide information which will facilitate more effective counseling of students.

After investigating several sources (including the U. S. Office of Education) in an attempt to obtain a national listing of public secondary schools which offer vocational education programs, it appears that such a listing does not exist. I am, therefore, forced to solicit your cooperation in the selection of a sample for the study.

Please examine the three (3) enclosed forms. It would aid us greatly if you were to group the high schools in your district into three categories:

1. Vocational High Schools: Schools offering primarily vocational programs (i.e., every student is enrolled in a vocational program).

2. Comprehensive High School: Schools offering a general-academic program as well as vocational programs in at least three of the following areas of vocational education.

    a. Vocational Home Economics
    b. Vocational Business Education
    c. Distributive Education
    d. Trade and Industrial Education
    e. Vocational Agriculture
    f. Health Occupations

3. General-Academic High School: Offering programs in less than three of the above areas of vocational education.

Post-high school institutions should not be included in the lists.

IN COOPERATION WITH THE DIVISION OF ADULT AND VOCATIONAL RESEARCH, UNITED STATES OFFICE OF EDUCATION

Individual schools or states will not be identified in the final report; the results will be available upon request and should prove useful in the implementation of guidance programs.

We appreciate your cooperation and assistance in this important venture.

Sincerely yours,

Robert E. Campbell, Ph.D.
Specialist in
Occupational Psychology
Assistant Professor

kk

Enclosure

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
980 KINNEAR ROAD
COLUMBUS, OHIO 43212

December 1, 1965

Dear Sir:

As one of the follow-up activities of a national conference on guidance which was held by The Center for Vocational and Technical Education at The Ohio State University earlier this year, The Center is undertaking a national survey directed toward the improvement of guidance in vocational education. After investigating several sources (including the U. S. Office of Education) in an attempt to obtain a national listing of public secondary schools which offer vocational programs from which a sample might be selected, it appears that such a listing does not exist and I am, therefore, forced to solicit your cooperation in the selection of a sample for the study.

I would appreciate your providing me with a list containing the names and addresses of the area vocational schools (vocational schools serving more than one school district) in your state; post-high school institutions should be excluded from the list. A directory of vocational training sources in your state would also be appreciated if one is available.

Individual schools or states will not be identified in the final report. The results of the study will be available upon request and should prove useful in the implementation of guidance programs in vocational education.

Sincerely yours,

Robert E. Campbell
Research Specialist in
Occupational Psychology
Assistant Professor

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IN COOPERATION WITH THE DIVISION OF ADULT AND VOCATIONAL RESEARCH, UNITED STATES OFFICE OF EDUCATION

The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN

Vocational and Technical Education

THE OHIO STATE UNIVERSITY
980 KINNEAR ROAD
COLUMBUS, OHIO 43212

November 15, 1966

Dear Sir:

By now you have probably received our guidance survey questionnaires, and you realize that your school was selected to participate in a study recommended by a national conference on guidance sponsored by The Center for Vocational and Technical Education at The Ohio State University earlier this year. You were selected from a list of schools throughout the nation to represent your geographic area. You also realize that a survey such as we are doing depends greatly upon the reception of responses from all the members of our sample. Therefore, we are interested in your participation in our survey.

We recognize the probable inconvenience of administering these forms, but we need as many completed questionnaires from your school as possible for a truly representative sample. The questionnaires may be filled out at your convenience, since there is no immediate time limit.

The overall purpose of the survey is to obtain first-hand perceptions and opinions from those who are most directly involved in guidance (e.g., administrator, counselor, teacher, student, parent), concerning guidance counselor functions and training. We are especially interested in guidance as it pertains to vocational and technical education but we also would like comparative data from other settings. The national leaders in the field of guidance and counseling are of the opinion that major changes need to be undertaken to expand the effectiveness of guidance, but there is very little first-hand data available to provide the basis for reconceptualization.

Copies of the final report will be made availatle to the participating schools and should prove useful to you in the administration of guidance programs. Thank you for your cooperation.

Sincerely,

Robert E. Campbell, Ph.D.
Specialist in
Occupational Psychology and
Assistant Professor

REC/kk

IN COOPERATION WITH THE DIVISION OF ADULT AND VOCATIONAL RESEARCH, UNITED STATES OFFICE OF EDUCATION

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
980 KINNEAR ROAD
COLUMBUS, OHIO 43212

October 1, 1966

Dear Sir:

Your school has been selected to participate in a study recommended by a national conference on guidance sponsored by The Center for Vocational and Technical Education at The Ohio State University earlier this year. You have been selected from a list of schools throughout the nation; your school was suggested by either your district school superintendent or your state supervisor.

This study is aimed at assessing the national status of guidance and is not an evaluation of your specific guidance program. Your participation is vital to this survey. Since it is necessary that we collect information from five different groups (counselors, teachers, administrators, students, and parents), your assistance is needed in the distribution of the questionnaire.

Please examine the packets which are enclosed. Each packet is labeled as to its recipient. We suggest the following procedure for distribution:

1. Counselor Questionnaire--This packet should be distributed to one of your counselors. The time required to complete this packet is 30 minutes.

2. Teacher Questionnaire (5)--These packets should be distributed to five teachers. In the event that your school staffs both vocational and general education teachers, it is desirable that three go to the former and two to the latter. The time required to complete this packet is 20 minutes.

3. Student Questionnaire (10)--These questionnaires should be distributed as randomly as possible to ten senior students. The time required to complete this questionnaire is 15 minutes.

IN COOPERATION WITH THE DIVISION OF ADULT AND VOCATIONAL RESEARCH, UNITED STATES OFFICE OF EDUCATION

4. Parent Questionnaire (5)--These packets should be distributed to five parents of five senior students in your school. Again randomness is desired. The time required to complete this packet is 15 minutes.

5. Administrator Questionnaire--Please complete this questionnaire yourself. The time required to complete this questionnaire is 15 minutes.

Please instruct the recipients of these questionnaires to return them to you. After all the completed questionnaires have been returned to you, please mail them to us in the enclosed, self-addressed stamped envelope. All replies are confidential; the name of your school will not be identified in the final report. Names are required only to facilitate data processing.

Copies of the final report will be made available to participating schools and should prove useful in the administration of guidance programs. Thank you for your cooperation.

Sincerely,

Robert E. Campbell, Ph.D.

kk

Enclosure

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
980 KINNEAR ROAD
COLUMBUS, OHIO 43212

February 2, 1967

Dear Sir:

Last October you received a packet of questionnaires which were designed to evaluate the status of guidance nationally. This study originated from The Center for Vocational and Technical Education and reflected the desire for concrete data concerning guidance, especially in the vocational and technical areas. Since your school provided vocational programs it is critical to this study. A survey of this scope needs as many returns as possible in order to gain a truly representative sample. To date we have received from the vocational schools only a small percent of the total responses mailed. If, by some clerical error on our part, you did not receive the survey instruments; or if you misplaced the questionnaires; or if you have reconsidered and would like to participate in our study, we would be more than happy to forward another packet to you.

If, however, you find it impossible to participate in our study because you have no counselor or guidance program, would you please check the respective boxes on the enclosed short form. This information is needed to complete our records and will inform us whether to consider you as a part of our survey sample.

This completed form may be returned in the enclosed self-addressed stamped envelope. Your assistance is greatly appreciated.

Sincerely,

Robert E. Campbell, Ph.D.
Specialist in
Occupational Psychology and
Assistant Professor

REC/kk

Enclosure

IN COOPERATION WITH THE DIVISION OF ADULT AND VOCATIONAL RESEARCH, UNITED STATES OFFICE OF EDUCATION

NAME

SCHOOL

ADDRESS

Please check the box(es) which apply to your school:

☐ We are in the process of completing the first questionnaires sent to us.

☐ We would like a new packet of questionnaires forwarded to the above address.

☐ We have no guidance counselor.

☐ We have no guidance program.

☐ Others

☐ We do not plan to participate. A reason would be helpful.

APPENDIX B

SURVEY QUESTIONNAIRES

980 Kinnear Road
The Ohio State University
Columbus, Ohio 43212

Dear Counselor:

Your school has been selected to participate in a study recommended by a national conference on guidance held at The Ohio State University earlier this year. This study is aimed at assessing the national status of guidance and is not an evaluation of your specific guidance program.

To facilitate this study, we would be very grateful if you were to complete the attached questionnaire answering each question as accurately as possible. The time required for the completion on the questionnaire is 30 minutes.

All replies are confidential. Your name is requested only to facilitate data processing.

When you have completed the questionnaire, please check it quickly to be sure that all items have been answered. Please return your form, sealed in your packet envelope, to your high school principal within 5 days.

As a counselor, your participation is vital to this survey. Thank you for your cooperation.

Sincerely,

Robert E. Campbell, Ph.D.

kk

980 Kinnear Road
The Ohio State University
Columbus, Ohio 43212

COUNSELOR

NAME ______________________________ POSITION ______________

SCHOOL ______________________________ DATE ______________

ADDRESS ____

1. Sex: Male ____ Female ____

2. Are you currently employed full-time as a guidance counselor?

   Yes ____ No ____

3. If no, how many hours per week do you spend in the performance of your guidance duties? What are your other duties?

   ______ Hours/week Other Duties ____________________

   ____

   ____

4. How many years have you been employed as a guidance counselor in your present school?

   ______ Years

5. How many years have you been employed as a guidance counselor in a public school?

   ______ Years

6. Check the category which best describes your school.

   ____ Comprehensive High School (Offering a general-academic program as well as vocational programs in at least three areas of vocational education)

   ____ General-Academic High School (Offering vocational programs in less than three areas of vocational education)

   ____ Vocational-Technical High School (All students are enrolled in a vocational program)

   ____ Area Vocational-Technical High School (A vocational-technical high school serving more than one school district)

   ____ Post-High School (A vocational-technical school serving high school graduates and/or adults)

   ____ Other (specify) ______________________________

7. How many guidance counselors does your school employ?

____ Number of full-time counselors

____ Number of part-time counselors (Exclude trainees and those devoting less than 10 hours per week to guidance)

____ Other (specify) ______________________________

8. Estimate the student-counselor ratio at your school using the following formula:

   1. Estimate the total number of hours per week devoted to guidance by all counselors (part- and full-time)
   2. Divide this estimate by thirty (30)
   3. Divide your student enrollment by the figures obtained in step #2

__________:1 Student-Counselor Ratio

TRAINING

9. How many years of formal education have you had? Circle one.

13 14 15 16 17 18 19 20 21 22

College Graduate School

10. What earned degrees do you hold? Please indicate the area of specialization and the year received for each.

	DEGREE	AREA OF SPECIALIZATION	YEAR
____	No Degree	______________	____
____	Associate of Arts	______________	____
____	Bachelor's Degree	______________	____
____	Master's Degree	______________	____
____	Specialist	______________	____
____	Ed.D.	______________	____
____	Ph.D.	______________	____
____	Other (specify)	______________	____

11. Did you receive formal training in guidance? If yes, please indicate the length of training received. If no, describe the nature of your training.

____ Yes ____ No No. Quarter Hrs.____ No. Semester Hrs. ____

12. Did you receive training in the use and dissemination of occupational information?

____ Yes ____ No No. Quarter Hrs. ____ No. Semester Hrs. ____

If yes, was this training adequate?

____ Yes ____ No

13. How many credit hours beyond the high school level do you have in vocational education? If none, write NONE.

No. Quarter Hrs. ____ No. Semester Hrs. ____

14. How adequate has your formal training been for your present counseling position?

1 very adequate	2	3	4	5 very inadequate

15. In what way(s) might your training have been improved?

16. Check the following occupational areas in which you were employed for a period of time equivalent to at least 3 months of full-time employment. Do not include jobs held before the age of 18 nor teaching or counseling positions.

____ Professional Occupations

____ Managerial

____ Clerical

____ Armed Services

____ Agriculture, Fishery, Forestry

____ Service Occupations

____ Skilled

____ Semi-Skilled

____ Unskilled

17. Please describe the kinds of work experiences which you think would be most useful to a guidance counselor in providing vocational guidance to students.

GUIDANCE FUNCTIONS

18. Estimate the percent of your time that is utilized in the performance of each of the following functions. Your answers should total 100%.

____% Teaching
____% Counseling with students
____% Conferences with parents
____% Career days and/or related activities
____% Test administration and interpretation
____% Professional conferences with school staff
____% Preparation of reports and cases (exclude typing, filing, etc.)
____% Clerical work (typing, filing, etc.)
____% Orientation of new students (include visits to other high schools)
____% Supervision of other counselors and/or counselor aids
____% Conferences with potential employers
____% Assisting dropouts
____% Other (specify) ________________________________
____% ____
____% ____
100% Total

19. Which of the following statements apply to the services listed below as these services relate to your school? Mark each blank using the number of that statement which is most appropriate.

1. Unnecessary and, therefore, not provided.
2. Needed but not provided on a regular planned basis.
3. Provided inadequately by someone other than a counselor.
4. Provided adequately by someone other than a counselor.
5. Provided inadequately by guidance counselors.
6. Provided adequately by guidance counselors.

_____ Vocational Guidance

_____ Orientation of New Students

_____ Course Selection

_____ Home Visits

_____ Achievement Evaluation

_____ Discipline Cases

_____ Aiding Alumni in Obtaining Employment

_____ Admission into Post-High School Institutions

_____ Educational Guidance

_____ Case Studies

_____ Test Administration and Interpretation

_____ Personal Adjustment Counseling

_____ Job Placement

_____ Parent Conferences

_____ Follow-up Studies of Graduates

_____ Conferences with Potential Employers

_____ Job Adjustment Counseling

_____ Other (specify) _____________

20. Which of the following statements apply to the consultation services listed below as they are or are not provided by the guidance staff of your school for the benefit of other professional staff members? Mark each blank using the number of that statement which is most appropriate.

1. Unnecessary and, therefore, not provided.
2. Needed but not provided on a regular basis.
3. Provided inadequately by someone other than a guidance counselor.
4. Provided adequately by someone other than a guidance counselor.
5. Provided inadequately by a guidance counselor.
6. Provided adequately by guidance counselors.

_____ Evaluation of Student Achievement

_____ Test Interpretation

_____ Parent-Teacher Conferences

_____ Staff Meetings

_____ Case Conferences

_____ Discipline Cases

_____ Curriculum Planning

_____ Other (specify)

21. What role does your guidance staff assume in the pre-entrance guidance of students for vocational programs? Check one of the following:

_____ We have no vocational programs.
_____ We give prime direction to the pre-entry guidance of students for vocational programs.
_____ We assist with the pre-entry guidance of students for vocational programs.
_____ We assume no role in the pre-entry guidance of students for vocational programs.

22. Which of the following criteria are used in the admission of students into vocational programs in your school? Rank them in order of importance, assigning a rank of 1 to that which is most important.

_____ Student Interests

_____ Aptitude Scores

_____ School Achievement

_____ Intelligence Test Scores

_____ Teachers' Recommendations

_____ Counselors' Recommentations

_____ Parents' Recommendations

_____ Other (specify) ______________________________

_____ Check here if your school has no vocational programs.

_____ Check here if your school has vocational programs but you are not aware of the criteria used in the admission of students into vocational programs.

23. Check the following kinds of tests which are available to you in your work with students as a guidance counselor.

_____ Intelligence Tests (group)

_____ Intelligence Tests (individual)

_____ Achievement Tests

_____ Interest Tests

_____ Personality Tests

_____ Aptitude Tests

_____ Other (specify) ______________________________________

Now, of those tests which you have checked, rank the three tests which you find most useful in your work with students as a guidance counselor; assign a rank of 1 to that test which is most useful, 2 to that which is second most useful, etc.

24. Do you regularly receive information concerning local, regional, or national employment opportunities, job requirements, vocational training opportunities, etc.?

____ Yes   ____ No   Sources of Information: __________

____

____

25. If yes, how adequate is this information that you receive? Circle the appropriate number in each block.

A.

1	2	3	4	5
very adequate				very inadequate

B.

1	2	3	4	5
very easily understood				very difficult to understand

C.

1	2	3	4	5
very up-to- date				very obsolete

26. In what form do you (or would you) find such material most useful to you in your work with students as a guidance counselor?

27. Last year, what percent of the student body had two or more individual conferences of at least fifteen (15) minutes in length with members of the guidance staff? Do not include orientation or routine scheduling of courses.

_______________%

28. Rank the following kinds of guidance services in order of frequency sought by students. Assign the rank of 1 to that kind of help which is most frequently sought by students, 2 to that which is second most frequently sought, etc.

_____ Educational Guidance

_____ Personal Adjustment Counseling

_____ Vocational Guidance

29. Estimate the percent of your counseling time with students that you spend dealing with the following kinds of problems. Answers should total 100%.

_____% Guidance on post-high school job placement

_____% Counseling low achievers

_____% Counseling potential dropouts

_____% Counseling on vocational program selection

_____% Counseling students with emotional and/or personal problems

_____% Guidance related to college education

_____% Guidance related to other post-high school education

_____% Counseling on extra-curricular activities

_____% Other (specify) ______________________________

_____% ______________________________

100% Total

30. Estimate the percent of your current graduating class that will probably, upon graduation: (The sum of your estimates need not equal 100% because the categories are not mutually exclusive.)

____% Enter Vocational-Technical Training
____% Enter College
____% Enter the Armed Services
____% Enter Full-Time Employment
____% Enter Part-Time Employment
____% Be Unemployed
____% Other (specify) ______________________________

YOUR VIEW OF GUIDANCE

31. What services SHOULD a guidance counselor ideally provide and what percent of his time should be allocated for the execution of each service? A tentative list of some possible services is provided but you should add items to the list or omit items from the list as you wish. Your estimates should total 100%.

____% Counseling with Students (individual conferences)
____% Conferences with Parents
____% Test Administration and Interpretation
____% Professional Conferences with School Staff
____% Counseling with Students (groups)
____% Research and Professional Growth
____% Discipline Problems
____% Conferences with Potential Employers
____% Administrative Duties
____% Compiling Occupational Information
____% Assisting Drop-Outs
____% Compiling Educational Information
____% ________________________
____% ________________________
100% Total

32. Should the guidance services offered to a vocational student differ from those offered to other students?

____ Yes, they should differ. ____ No, they should not differ.

____ I do not know.

Please explain your answer: If yes, why?
If no, why not?

33. What, in your opinion, is an ideal student-counselor ratio for:

A. A Vocational High School (All students are enrolled in a vocational program)

________________:1

B. A Comprehensive High School (Offering a general-academic program as well as vocational programs in at least three areas of vocational education)

________________:1

C. A General-Academic High School (Offering vocational programs in less than three areas of vocational education)

________________:1

34. Given adequate financial resources, what 3 or 4 changes in your guidance program would you suggest?

35. Are you anticipating any major changes in your guidance program over the next two years? If so, please indicate the nature and extent of these anticipated changes.

____ Yes ____ No

Nature and extent of anticipated changes:

36. Given adequate financial resources, what new materials and equipment would you purchase in order to make your guidance program more effective?

37. Should training programs for counselors who will be working primarily with vocational students differ from those for counselors who will be working primarily with other students?

____ Yes ____ No ____ I do not know

Please explain your answer: If yes, why?
If no, why not?

38. Indicate the attitude of other professional staff members in your school (e.g., teachers) in regard to the offering of the following services to the students. Use the following scale in answering:

1. They think that it is unnecessary.
2. They think that it is necessary, but should be handled by someone other than a guidance counselor.
3. They think that it is necessary and should be handled by a guidance counselor.

_____ Orientation of New Students

_____ Course Selection

_____ Home Visits

_____ Vocational Guidance

_____ Achievement Evaluation

_____ Parent Conferences

_____ Aiding Alumni in Obtaining Employment

_____ Case Studies

_____ Personal Adjustment Counseling

_____ Test Administration and Interpretation

_____ Educational Guidance

_____ Job Placement

_____ Follow-up Studies of Graduates

_____ Discipline Cases

_____ Conferences with Potential Employers

_____ Job Adjustment Counseling

_____ Other (specify) _____________

39. In which five of the following services do you think that teachers in your school can be of the greatest assistance to guidance counselors in working with students? Check (√) only FIVE.

_____ Aid in Choosing an Occupation

_____ Orientation of New Students

_____ Course Selection

_____ Home Visits

_____ Achievement Evaluation

_____ Discipline Cases

_____ Aiding Alumni in Obtaining Employment

_____ Admission into Post-High School Institutions

_____ Case Studies

_____ Study Skills Counseling

_____ Test Administration and Interpretation

_____ Personal Adjustment Counseling

_____ Job Placement

_____ Parent Conferences

_____ Follow-up Studies of Guidance

_____ Conferences with Potential Employers

_____ Job Adjustment Counseling

_____ Other (specify)

Now, DOUBLE-CHECK (√√) any of the five services you have checked in which teachers are currently offering assistance.

40. Have you been provided with information concerning the following national legislation? How adequate has this information been? Mark each blank as follows:

1. I have received no information.
2. I have received some information but it has not been useful.
3. I have received useful information.

__________ Vocational Education Act of 1963

__________ Economic Opportunity Act

__________ Area Redevelopment Act

__________ Manpower Development and Training Act

If information concerning the Acts has not been useful, in what form would you like to receive information concerning national legislation that is relevant to your school?

41. Have you been certificated as a counselor by your state?

_____ Yes   _____ No

If yes, what is the nature of your certification?

__________ Provisional

__________ Permanent

__________ Other (specify) ____________________________

THANK YOU FOR YOUR COOPERATION

980 Kinnear Road
The Ohio State University
Columbus, Ohio 43212

ADMINISTRATORS

NAME ______________________________ POSITION ______________

SCHOOL ____________________________ DATE __________________

ADDRESS ____

1. Sex: ____ Male ____ Female

2. How many years have you been employed as an administrator of a school?

   ________ Years

3. How many years have you been the administrator of the school in which you are currently employed?

   ________ Years

4. Type of School: Check the category which best describes your school.

   ____ Comprehensive High School (Offering a general-academic program as well as vocational programs in at least three areas of vocational education)

   ____ General-Academic High School (Offering vocational programs in less than three areas of vocational education)

   ____ Vocational-Technical High School (All students are enrolled in a vocational program)

   ____ Area Vocational-Technical High School (A vocational-technical high school serving more than one school district)

   ____ Post-High School (A vocational-technical school serving high school graduates and adults)

   ____ Other (specify) ______________________________

5. What grades are included in your school? Check one of the following:

   ____ K-12 or 1-12
   ____ 7 - 12
   ____ 8 - 12
   ____ 9 - 12
   ____ 10 - 12
   ____ 11 - 14
   ____ Other (specify) ________________

6. What was the size of your graduating class last year?

____ Less than 50

____ 50 - 99

____ 100 - 149

____ 150 - 199

____ 200 - 249

____ 250 - 299

____ 300 - 349

____ 350 - 399

____ 400 or more

7. In which of the following areas does your school offer vocational programs? Check all that apply.

____ Technical Education

____ Vocational Home Economics

____ Trade and Industrial Education

____ Distributive Education

____ Vocational Agriculture

____ Vocational Business Education

____ Health Occupations

____ Other (specify) ______________________________

8. Does your school currently employ a full-time certified guidance counselor?

____ Yes ____ No

9. How many years has your school employed at least one full-time certified guidance counselor? Circle one.

0 1 2 3 4 5 6 7 8 9 or more years

10. Which of the following statements apply to the services listed below as these services relate to your school? Mark each blank using the number of that statement which is most appropriate.

1. Unnecessary and, therefore, not provided.
2. Needed but not provided on a regular planned basis.
3. Provided inadequately by someone other than a guidance counselor.
4. Provided adequately by someone other than a guidance counselor.
5. Provided inadequately by guidance counselors.
6. Provided adequately by guidance counselors.

____ Vocational Guidance

____ Orientation of New Students

____ Home Visits

____ Course Selection

____ Achievement Evaluation

____ Discipline Cases

____ Aiding Alumni in Obtaining Employment

____ Conferences with Potential Employers

____ Test Administration and Interpretation

____ Educational Guidance

____ Job Placement

____ Parent Conferences

____ Personal Adjustment Counseling

____ Follow-up Studies of Graduates

____ Job Adjustment Counseling

____ Other (specify) ____________

11. Which of the following statements apply to the consultation services listed below as they are or are not provided by the guidance staff on your school for the benefit of other professional staff members? Mark each blank using the number of that statement which is most appropriate.

1. Unnecessary and, therefore, not provided.
2. Needed but not provided on a regular planned basis.
3. Provided inadequately by someone other than a guidance counselor.
4. Provided adequately by someone other than a guidance counselor.
5. Provided inadequately by guidance counselors.
6. Provided adequately by guidance counselors.

____ Evaluation of Student Achievement

____ Test Interpretation

____ Parent-Teacher Conferences

____ Staff Meetings

____ Case Conferences

____ Discipline Cases

____ Curriculum Planning

____ Other (specify) ________
____

12. What role does your guidance staff assume in the pre-entrance guidance of students for vocational programs? Check one of the following:

____ We have no vocational programs.
____ The guidance staff provides prime direction to the pre-entry guidance of students for vocational programs.
____ The guidance staff assists with the pre-entry guidance of students for vocational programs.
____ The guidance staff assumes no role in the pre-entry guidance of students for vocational programs.

13. Estimate the percent of your current graduating class that will probably, upon graduation: (The sum of your estimates need not equal 100% because the categories are not mutually exclusive.)

____% Enter Vocational-Technical Training

____% Enter College

____% Enter Full-Time Employment

____% Enter the Armed Services

____% Enter Part-Time Employment

____% Be Unemployed

____% Other (specify) ________________________________

14. What, in your opinion, is an ideal student-counselor ratio for:

A. A Vocational High School (All students are enrolled in a vocational program)

________________:1

B. A Comprehensive High School (Offering a general-academic program as well as vocational programs in at least three areas of vocational education)

________________:1

C. A General-Academic High School (Offering vocational programs in less than three areas of vocational education)

________________:1

15. Check the following services which you think should be provided by the guidance staff of your school for the benefit of students.

____ Aid in Choosing an Occupation

____ Orientation of New Students

____ Course Selection

____ Home Visits

____ Achievement Evaluation

____ Discipline Cases

____ Aiding Alumni in Obtaining Employment

____ Admission into Post-High School Institutions

____ Case Studies

____ Study Skills Counseling

____ Test Administration and Interpretation

____ Personal Adjustment Counseling

____ Job Placement

____ Parent Conferences

____ Follow-up Studies of Graduates

____ Conferences with Potential Employers

____ Job Adjustment Counseling

____ Other (specify) ____________

Now, of these services which you have checked, rank the three services which you think are the most important functions of guidance; assign the rank of 1 to that which is most important, 2 to that which is second most important, etc.

16. Given adequate financial resources, what 3 or 4 changes in your guidance program would you suggest?

17. Have you been provided with information concerning the following national legislation: How useful has this information been? Mark each blank as follows:

1. I have received no information.
2. I have received some information but it has not been useful.
3. I have received useful information.

_____ Vocational Education Act of 1963

_____ Economic Opportunity Act

_____ Area Redevelopment Act

_____ Manpower Development and Training Act

If information concerning the Acts has not been useful, in what form would you like to receive information concerning national legislation that is relevant to your school?

18. Are you anticipating any major changes in your guidance program over the next two years? If so, please indicate the nature and extent of these anticipated changes.

_____ Yes   _____ No

Nature and Extent of Anticipated Changes:

THANK YOU FOR YOUR COOPERATION

980 Kinnear Road
The Ohio State University
Columbus, Ohio 43212

STUDENT QUESTIONNAIRE OF GUIDANCE SERVICES

We would like to discover the extent to which you are familiar with the guidance services offered in your current school, and how helpful the services have been to you. By knowing how you feel about the guidance services, we will be better able to serve you. Will you please answer the following questions as frankly and honestly as you can. YOUR NAME IS NOT REQUIRED ON THIS QUESTIONNAIRE.

1. Name NO NAME IS REQUIRED
2. Sex (circle one) Male Female
3. Your grade level (circle one) 9 10 11 12
4. What is your current course of study? (check one below)

    ___ Vocational program (training for a specific trade or job)

    ___ College preparatory program

    ___ General-academic program

5. What kind of occupation do you plan to enter? (write in below)

    first choice ____________________

    second choice ____________________

    third choice ____________________

    undecided ____________________

6. How many years have you attended your current school? (circle one below) (years) 1 2 3 4 5 6 7
7. Name of school ____________________
8. Location of school (city and state) ____________________

Look over the list of guidance services described below and for each one answer to the best of your knowledge the following questions by marking the appropriate columns with "X's":

STEP I: In column 1, Mark an "X" for all of those services which you know to be available in your school.

STEP II: In column 2, Mark an "X" for the services you have used in your school.

STEP III: In column 3, Mark an "X" for the services which are not available in your school, but that you feel are needed.

	1 Available	2 Have Used	3 Needed	
9.				Help in choosing your occupation.
10.				Interpreting and understanding standardized test results (interest, aptitude, achievement, ability, etc.).
11.				Improving your study habits.
12				Help in being admitted to a post-high school educational institution (college, technical training institute, junior college, etc.).
13.				Dealing with personal and social adjustment problems (dating, friends, parents, etc.).
14.				Getting a job after you leave school.
15.				Selecting school subjects.
16.				Parent conferences.
17.				Planning your program of study.
18.				Evaluating your school progress.
19.				Learning about the world of work (e.g., salaries, job promotions, fringe benefits, job adjustment, etc.).

In answering questions 20 through 27, circle "yes" or "no" for each question.

20. yes no Do you know who your guidance counselor is?

21. yes no Do you know where your guidance counselor's office is located?

22. yes no Do you know how to make an appointment with your guidance counselor?

23. yes no Is it easy to get an appointment with your guidance counselor?

24. yes no Do you find your guidance counselor the kind of person you can easily approach with problems?

25. yes no Have you had the opportunity to read any pamphlets or publications about jobs, careers, educational opportunities, etc.? If yes, what is your opinion of this material. (Check any or all of the statements which apply below):

____ They do not answer my questions.

____ They are boring.

____ They are difficult to read.

____ They are too general.

____ They are quite helpful.

____ They do not give the real picture.

____ They are a waste of time.

____ They are out of date.

26. yes no Is the job information that you want and need readily available in your school?

27. yes no Have you received any guidance services from anyone other than your guidance counselor? If yes, who helped you? Please list below, but not by names, just titles, (e.g., teacher, parents, friends, etc.).

28. If you needed help with occupational plans or personal problems, who would you go to? Please list below, but not by names, just titles, (parents, friends, teachers, guidance counselor, etc.).

29. Which of the following services do you think should be provided by your school's guidance staff? (Check your choices below).

____ Aid in choosing an occupation

____ Orientation of new students in the school.

____ Course selection

____ Home visits

____ School progress

____ Discipline problems

____ Aiding alumni in obtaining employment

____ Admission into Post-High school institutions

____ Study habits counseling

____ Giving and interpreting tests

____ Personal adjustment counseling

____ Job placement

____ Parent conferences

____ Conferences with potential employers

____ Job adjustment counseling

____ Other (specify) ____________

30. yes no Do you think your school has enough guidance counselors?

31. How many guidance counselors do you think your school should have? (Check one below)

____ one for every 100 students

____ one for every 200 students

____ one for every 300 students

____ one for every 400 students

____ one for every 500 students

____ one for every 600 students

32. How many private conferences have you had with your guidance counselors? (Circle the correct number)

this year 0 1 2 3 4 5 6 7 8 9 or more

all years 0 1 2 3 4 5 6 7 8 9 or more

average length of time per conference ________________ minutes.

33. How helpful has your guidance service been for you? (Circle one below.)

little or no help somewhat helpful very helpful

34. If you wish to make some additional comments about the guidance services in your school, please do so in the space provided. Remember that we are interested only in serving you better. This is not an evaluation of your counselor.

THANK YOU FOR YOUR COOPERATION.

980 Kinnear Road
The Ohio State University
Columbus, Ohio 43212

Dear Teacher:

Your school has been selected to participate in a study recommended by a national conference on guidance held at The Ohio State University earlier this year. This study is aimed at assessing the national status of guidance and is not an evaluation of your specific guidance program.

To facilitate this study, we would be very grateful if you were to complete the attached questionnaire answering each question as accurately as possible. The time required for the completion of the questionnaire is 20 minutes.

All replies are confidential. Your name is requested only to facilitate data processing.

When you have completed the questionnaire, please check it quickly to be sure that all items have been answered. Please return your form, sealed in your packet envelope, to your high school principal within 5 days.

As a teacher, your participation is vital to this survey. Thank you for your cooperation.

Sincerely,

Robert E. Campbell, Ph.D.

kk

980 Kinnear Road
The Ohio State University
Columbus, Ohio 43212

TEACHERS

NAME ______________________________ POSITION ____________________

SCHOOL ______________________________ DATE ____________________

ADDRESS ____

1. Sex: _____ Male _____ Female

2. How many years have you been employed as a teacher?

   _____ Years

3. How many years have you been employed as a teacher by your present school?

   _____ Years

4. What is the area of your current teaching specialty?

   ____

5. Estimate the percent of your high school's current graduating class that will probably, upon graduation: (The sum of your estimates need not equal 100% because the categories are not mutually exclusive.)

   _____% Enter Vocational-Technical Training

   _____% Enter College

   _____% Enter Full-Time Employment

   _____% Enter the Armed Services

   _____% Enter Part-Time Employment

   _____% Be Unemployed

   _____% Other (specify) ____________________________

6. Check the following kinds of tests which are available to you as an aid in your work with students as a classroom teacher.

_____ Intelligence Tests (group)

_____ Intelligence Tests (individual)

_____ Achievement Tests

_____ Interest Tests

_____ Personality Tests

_____ Aptitude Tests

_____ Other Tests (specify) ______________________________

Now, of those tests which you have checked, rank the three tests which you find most useful in your work with students as a classroom teacher; assign a rank of 1 to that which is most useful, 2 to that which is second most useful, etc.

7. What role do teachers in your school assume in the pre-entrance guidance of students for vocational programs? Check one of the following:

_____ We have no vocational programs.
_____ We give prime direction to the pre-entry guidance of students for vocational programs.
_____ We assist with the pre-entry guidance of students for vocational programs.
_____ We assume no role in the pre-entry guidance of students for vocational programs.

8. Which of the following criteria are used in the admission of students into vocational programs in your school? Rank them in order of importance, assigning a rank of 1 to that which is most important, 2 to that which is second most important, etc. If a criterion is not used in your school, score it 0.

_____ Student Interests

_____ Aptitude Scores

_____ School Achievement

_____ Intelligence Test Scores

_____ Teachers' Recommendations

_____ Counselors' Recommendations

_____ Parents' Recommendations

_____ Other (specify) ________________

_____ Check here if your school does not have a vocational program.

_____ Check here if your school has vocational programs but you are not aware of the criteria used in the admission of students into vocational programs.

9. Do you regularly receive information concerning local, regional, or national employment opportunities, job requirements, vocational training opportunities, etc.

____ Yes ____ No Sources of Information ____________

____

____

____

10. If yes, how adequate is the information that you receive? Circle the apporpriate number in each block.

A.

1	2	3	4	5
very adequate				very inadequate

B.

1	2	3	4	5
very easily understood				very difficult to understand

C.

1	2	3	4	5
very up-to-date				very obsolete

11. In what form do you (or would you) find such material most useful in your work with students as a classroom teacher?

12. Should the guidance services offered to vocational students differ from those offered to other students?

_____ Yes, they should differ. _____ No, they should not differ.

_____ I do not know.

Please explain your answer: If yes, why?
If no, why not?

13. Which of the following statements apply to the services listed below as these services relate to your school. Mark each blank using the number of that statement which is most appropriate.

1. Unnecessary and, therefore, not provided.
2. Needed but not provided on a regular planned basis.
3. Provided inadequately by someone other than a counselor.
4. Provided adequately by someone other than a counselor.
5. Provided inadequately by guidance counselors.
6. Provided adequately by guidance counselors.
7. I do not know whether the service is being provided.

_____ Vocational Guidance

_____ Orientation of New Students

_____ Home Visits

_____ Course Selection

_____ Achievement Evaluation

_____ Discipline Cases

_____ Aiding Alumni in Obtaining Employment

_____ Case Studies

_____ Test Administration and Interpretation

_____ Educational Guidance

_____ Job Placement

_____ Parent Conferences

_____ Personal Adjustment Counseling

_____ Follow-up Studies of Graduates

_____ Conferences with Potential Employers

_____ Job Adjustment Counseling

_____ Other (specify) _______________

14. Which of the following statements apply to the consultation services listed below as they are or are not provided by the guidance staff of your school for the benefit of other professional staff members? Mark each blank using the number of that statement which is most appropriate.

    1. Unnecessary and, therefore, not provided.
    2. Needed but not provided on a regular planned basis.
    3. Provided inadequately by someone other than a guidance counselor.
    4. Provided adequately by someone other than a guidance counselor.
    5. Provided inadequately by guidance counselors.
    6. Provided adequately by guidance counselors.
    7. I do not know whether the service is being provided.

_____ Evaluation of Student Achievement

_____ Test Interpretation

_____ Parent-Teacher Conferences

_____ Staff Meetings

_____ Case Conferences

_____ Discipline Cases

_____ Curriculum Planning

_____ Other (specify) __________

15. Indicate the attitude of guidance counselors in regard to the offering of the following services to students. Use the following scale in answering:

    1. They think that it is unnecessary.
    2. They think that it is necessary, but should be handled by someone other than a counselor.
    3. They think that it is necessary and should be handled by a guidance counselor.

_____ Orientation of New Students

_____ Course Selection

_____ Home Visits

_____ Vocational Guidance

_____ Achievement Evaluation

_____ Discipline Cases

_____ Aiding Alumni in Obtaining Employment

_____ Case Studies

_____ Test Administration and Interpretation

_____ Personal Adjustment

_____ Job Placement

_____ Follow-up Studies of Graduates

_____ Parent Conferences

_____ Educational Guidance

_____ Conferences with Potential Employers

_____ Job Adjustment Counseling

_____ Other (specify) __________

16. Do guidance counselors in your school appear to be as interested in serving vocational students as they are in serving other students?

_____ Yes _____ No _____ I do not know

17. Check the following services which you think should be provided by the guidance staff of your school for the benefit of students.

____ Aid in Choosing An Occupation

____ Orientation of New Students

____ Course Selection

____ Home Visits

____ Achievement Evaluation

____ Discipline Cases

____ Aiding Alumni in Obtaining Employment

____ Admission into Post-High School Institutions

____ Case Studies

____ Study Skills Counseling

____ Test Administration and Interpretation

____ Personal Adjustment Counseling

____ Job Placement

____ Parent Conferences

____ Follow-up Studies of Graduates

____ Conferences with Potential Employers

____ Job Adjustment Counseling

____ Other (specify) ____________

Now, of those services which you have checked, rank the three services which you think are the most important functions of guidance; assign the rank of 1 to that which is most important, 2 to that which is second most important, etc.

18. In which five of the following services do you think that teachers in your school could be of most assistance to counselors in working with students? Please check (✓) only FIVE.

____ Aid in Choosing an Occupation

____ Orientation of New Students

____ Course Selection

____ Home Visits

____ Achievement Evaluation

____ Discipline Cases

____ Aiding Alumni in Obtaining Employment

____ Admission into Post-High School Institutions

____ Case Studies

____ Study Skills Counseling

____ Test Administration and Interpretation

____ Personal Adjustment Counseling

____ Job Placement

____ Parent Conferences

____ Follow-up Studies of Graduates

____ Conferences with Potential Employers

____ Job Adjustment Counseling

____ Other (specify) ____________

Also, please DOUBLE CHECK (✓✓) any of the five services you have checked in which you are currently offering assistance.

19. Given adequate financial resources, what 3 or 4 changes in your guidance program would you suggest?

THANK YOU FOR YOUR COOPERATION

980 Kinnear Road
The Ohio State University
Columbus, Ohio 43212

Dear Parent:

Your school has been selected to participate in a study recommended by a national conference on guidance held at The Ohio State University earlier this year. This study is aimed at assessing the national status of guidance and is not an evaluation of your specific guidance program.

To facilitate this study, we would be very grateful if you were to complete the attached questionnaire answering each question as accurately as possible. The time required for the completion of the questionnaire is 15 minutes.

All replies are confidential.

When you have completed the questionnaire, please check it quickly to be sure that all items have been answered. Please return your form, sealed in your packet envelope, to your high school principal within 5 days.

As a parent, your participation is vital to this survey. Thank you for your cooperation.

Sincerely,

Robert E. Campbell, Ph.D.

kk

980 Kinnear Road
The Ohio State University
Columbus, Ohio 43212

Date ____________________

PARENT QUESTIONNAIRE OF GUIDANCE SERVICES

We would like to know the extent to which you are familiar with the guidance services offered in your student's school. Will you please answer the following questions as frankly as you can based upon what you currently know. Please do not enlist the aid of others (your student, friends, teachers, etc.) in answering the questions since we are more interested in how familiar you are with the services.

1. Name NO NAME IS REQUIRED

2. Identification of person answering this questionnaire. (Circle one below.)

   Father Mother Guardian

3. Sex of student (circle one) Son Daughter

4. What grade is your student in? 7 8 9 10 11 12 (circle one)

5. Name of School ______________________________

6. Location of School (City and State) ____________________________

7. How many years has the student attended his current school? (circle one)

   (years) 1 2 3 4 5 6 7

8. What is your student's current course of study (check one below)

   ____ Vocational program (training for a specific trade or job)

   ____ College preparatory program

   ____ General-academic program

9. What kind of occupation does your student plan to enter? (write in below; please print)

Look over the list of guidance services described below and for each answer the following questions by marking "X" in the appropriate column:

STEP I: In column 1, mark an "X" for all of those guidance services which you know to be available in your student's school.

STEP II: In column 2, mark an "X" for the guidance services which are not available in your student's school, but that you feel are needed.

	1 Available	2 Needed	
10.			Help in choosing an occupation.
11.			Interpreting and understanding standardized test results (interest, aptitude, achievement, ability, etc.).
12.			Improving study habits.
13.			Help in being admitted to a post-high school educational institution (college, technical training institute, junior college, etc.).
14.			Dealing with personal and social adjustment problems (dating, friends, parents, etc.).
15.			Getting a job after leaving school.
16.			Selecting school subjects.
17.			Parent conferences.
18.			Planning his program of study.
19.			Evaluating his school progress.
20.			Learning about the world of work (e.g., salaries, job promotions, fringe benefits, job adjustments, etc.).

In answering questions 21 through 25, circle "yes" or "no" for each question.

21. yes no Do you know who your student's guidance counselor is?

22. yes no Do you know how to make an appointment with your student's guidance counselor?

23. yes no Have you ever had a private conference with the guidance counselor?

24. yes no Do you think your student's school has enough guidance counselors?

25. yes no How many guidance counselors do you think your student's school should have? (Check one below)

___ one for every 100 students

___ one for every 200 students

___ one for every 300 students

___ one for every 400 students

___ one for every 500 students

___ one for every 600 students

26. Which of the following services do you think should be provided by your student's school guidance staff? (Check your choices below)

___ Aid in choosing an occupation

___ Orientation of new students to the school

___ Course selection

___ Home visits

___ School progress

___ Discipline problems

___ Aiding Alumni in obtaining employment

___ Admission into Post-High school institutions

___ Study habits counseling

___ Giving and interpreting tests

___ Personal adjustment counseling

___ Job placement

___ Parent conferences

___ Conferences with potential employers

___ Job adjustment counseling

___ Other (specify)

27. If you wish to make some additional comments about the guidance services in your students' school, please do so in the space provided. Remember that we are interested only in serving you better. This is not an evaluation of the counselors.

THANK YOU FOR YOUR COOPERATION

APPENDIX C

SUPPLEMENTARY TABLES

TABLE A

NUMBER OF RESPONDENTS RECEIVING AND RETURNING QUESTIONNAIRES
BY STATE AND TYPE OF SCHOOL

Counselor

State	Type of School												Total*	
	Urban Comprehensive		Rural Comprehensive		Rural General Academic		Urban General Academic		Area Vocational		Urban Vocational			
	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned
Alabama	4	2	10	3	13	3	4	0	0	0	2	0	33	8
Alaska	5	2	0	0	0	0	3	2	0	0	0	0	8	4
Arizona	4	2	0	0	0	0	4	1	0	0	0	0	8	3
Arkansas	1	1	0	0	0	0	1	0	0	0	1	1	3	2
California	6	4	0	0	0	0	6	3	0	0	3	0	15	7
Colorado	3	2	0	0	1	1	4	1	0	0	2	0	10	4
Connecticut	4	2	0	0	0	0	4	1	16	5	3	1	27	9
District of Columbia	0	0	0	0	0	0	0	0	5	3	0	0	5	3
Delaware	1	0	0	0	0	0	2	0	3	2	1	0	7	2
Florida	7	2	0	0	2	0	6	3	0	0	7	3	22	8
Hawaii	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Georgia	5	0	0	0	0	0	5	3	9	3	0	0	19	6
Idaho	0	0	0	0	5	2	0	0	0	0	0	0	5	2
Illinois	4	1	18	9	0	0	3	2	0	0	0	0	25	12
Indiana	4	2	0	0	3	0	5	3	0	0	1	1	13	6
Iowa	4	3	0	0	13	8	1	1	0	0	1	1	19	13
Kansas	3	2	0	0	2	1	1	0	0	0	0	0	6	3
Kentucky	3	1	3	2	0	0	3	1	14	5	1	0	24	9
Louisiana	3	1	6	4	2	1	4	0	15	2	1	1	31	8
Maine	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	3	2	2	2	1	0	5	2	0	0	6	2	27	8
Massachusetts	4	2	0	0	0	0	4	0	10	3	6	2	24	7
Michigan	4	2	2	1	16	7	4	1	3	3	2	1	31	15
Minnesota	0	0	2	0	3	1	4	0	15	3	1	0	25	4

Mississippi	1	0	0	0	0	0	4	1	0	0	0	0	5	1
Missouri	2	1	1	0	3	0	0	0	12	6	0	0	18	7
Montana	1	0	0	0	5	0	0	0	0	0	0	0	6	0
Nebraska	4	3	0	0	0	0	3	2	0	0	0	0	7	5
Nevada	3	2	1	1	0	0	6	4	0	0	0	0	10	7
New Hampshire	3	3	0	0	0	0	0	0	0	0	0	0	3	3
New Jersey	4	3	0	0	0	0	5	3	0	0	2	0	11	6
New Mexico	2	1	0	0	0	0	0	0	2	1	0	0	4	2
New York	6	2	0	0	2	0	6	4	18	11	7	2	39	19
North Carolina	12	6	6	4	8	2	4	0	0	0	0	0	30	12
North Dakota	3	1	0	0	8	0	0	0	0	0	0	0	11	1
Ohio	9	5	0	0	17	6	6	4	2	2	7	6	41	23
Oklahoma	3	1	0	0	0	0	4	2	0	0	1	0	8	3
Oregon	8	5	3	1	4	2	3	3	0	0	0	0	18	11
Pennsylvania	3	2	0	0	18	8	4	0	12	4	6	4	43	18
Rhode Island	3	2	0	0	0	0	1	0	1	0	0	0	5	2
South Carolina	3	0	0	0	0	0	5	2	0	0	0	0	8	2
South Dakota	3	2	0	0	2	0	3	0	0	0	0	0	8	2
Tennessee	3	2	2	2	1	0	4	3	4	0	1	1	15	8
Texas	3	1	0	0	0	0	4	3	0	0	0	0	7	4
Utah	8	2	0	0	0	0	4	2	0	0	0	0	12	4
Vermont	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Virginia	3	1	0	0	0	0	4	2	5	0	0	0	12	3
Washington	5	5	0	0	2	1	0	0	0	0	0	0	7	6
West Virginia	4	1	0	0	4	2	4	1	6	3	0	0	18	7
Wisconsin	2	1	0	0	0	0	4	1	0	0	0	0	6	2
Wyoming	2	2	6	5	0	0	0	0	0	0	0	0	8	7
TOTALS*	175	90	62	33	136	45	151	58	152	59	62	23	738	308

* Totals presented are the computer print out totals. In some cases the computer print out totals do not agree exactly with the hand-processed totals in this matrix. Computer print out totals are presented here because they were used in writing the report.

This also applies to Appendix Tables B, C, D, and E.

TABLE B

NUMBER OF RESPONDENTS RECEIVING AND RETURNING QUESTIONNAIRES
BY STATE AND TYPE OF SCHOOL

Principals

	Type of School													
	Urban Comprehensive		Rural Comprehensive		Rural General Academic		Urban General Academic		Area Vocational		Urban Vocational		Total*	
State	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned
Alabama	4	1	10	3	13	2	4	0	0	0	2	0	33	6
Alaska	5	2	0	0	0	0	3	2	0	0	0	0	8	4
Arizona	4	2	0	0	0	0	4	2	0	0	0	0	8	4
Arkansas	1	1	0	0	0	0	1	0	0	0	1	1	3	2
California	6	4	0	0	0	0	6	3	0	0	3	0	15	7
Colorado	3	2	0	0	1	0	4	1	0	0	2	2	10	5
Connecticut	4	2	0	0	0	0	4	1	16	5	3	1	27	9
District of Columbia	0	0	0	0	0	0	0	0	5	3	0	0	5	3
Delaware	1	0	0	0	0	0	2	0	3	2	1	0	7	2
Florida	7	3	0	0	2	0	6	3	0	0	7	3	22	9
Georgia	5	0	0	0	0	0	5	2	9	4	0	0	19	6
Hawaii	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	5	2	0	0	0	0	0	0	5	2
Illinois	4	2	18	8	0	0	3	2	0	0	0	0	25	12
Indiana	4	2	0	0	3	0	5	4	0	0	1	1	13	7
Iowa	4	3	0	0	13	7	1	1	0	0	1	1	19	12
Kansas	3	2	0	0	2	1	1	0	0	0	0	0	6	3
Kentucky	3	1	3	2	0	0	3	1	14	8	1	0	24	12
Louisiana	3	1	6	4	2	1	4	1	15	2	1	1	31	10
Maine	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	3	3	2	2	1	0	5	2	0	0	6	3	17	10
Massachusetts	4	2	0	0	0	0	4	0	10	4	6	2	24	8
Michigan	4	2	2	1	16	6	4	2	3	3	2	1	31	15
Minnesota	0	0	2	0	3	1	4	0	15	5	1	0	25	6
Mississippi	1	0	0	0	0	0	4	1	0	0	0	0	5	1
Missouri	2	1	1	1	3	0	0	0	12	7	0	0	18	9

Montana	1	0	0	0	5	0	0	0	0	0	0	0	6	0
Nebraska	4	3	0	0	0	0	3	2	0	0	0	0	7	5
Nevada	3	2	1	1	0	0	6	5	0	0	0	0	10	8
New Hampshire	3	3	0	0	0	0	0	0	0	0	0	0	3	3
New Jersey	4	3	0	0	0	0	5	3	0	0	2	0	11	6
New Mexico	2	1	0	0	0	0	0	0	2	1	0	0	4	2
New York	6	2	0	0	2	1	6	4	18	11	7	2	39	20
North Carolina	12	5	6	3	8	2	4	0	0	0	0	0	30	10
North Dakota	3	1	0	0	8	1	0	0	0	0	0	0	11	2
Ohio	9	6	0	0	17	5	6	4	2	2	7	5	41	22
Oklahoma	3	1	0	0	0	0	4	2	0	0	1	0	8	3
Oregon	8	4	3	2	4	2	3	3	0	0	0	0	18	11
Pennsylvania	3	2	0	0	18	6	4	0	12	4	6	4	43	16
Rhode Island	3	2	0	0	0	0	1	0	1	0	0	0	5	2
South Carolina	3	0	0	0	0	0	5	2	0	0	0	0	8	2
South Dakota	3	2	0	0	2	0	3	0	0	0	0	0	8	2
Tennessee	3	2	2	2	1	0	4	3	4	0	1	1	15	8
Texas	3	1	0	0	0	0	4	3	0	0	0	0	7	4
Utah	8	2	0	0	0	0	4	2	0	0	0	0	12	4
Vermont	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Virginia	3	2	0	0	0	0	4	2	5	1	0	0	12	5
Washington	5	5	0	0	2	1	0	0	0	0	0	0	7	6
West Virginia	4	2	0	0	4	2	4	1	6	4	0	0	18	9
Wisconsin	2	1	0	0	0	0	4	1	0	0	0	0	6	2
Wyoming	2	2	6	5	0	0	0	0	0	0	0	0	8	7
TOTALS*	175	90	62	34	136	40	151	67	152	66	62	27	738	324

TABLE C

NUMBER OF RESPONDENTS RECEIVING AND RETURNING QUESTIONNAIRES
BY STATE AND TYPE OF SCHOOL

Teacher

	Type of School													
	Urban Comprehensive		Rural Comprehensive		Rural General Academic		Urban General Academic		Area Vocational		Urban Vocational		Total*	
State	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned
Alabama	20	3	50	12	65	13	20	0	0	0	10	0	165	28
Alaska	25	9	0	0	0	0	15	9	0	0	0	0	40	18
Arizona	20	8	0	0	0	0	20	8	0	0	0	0	40	16
Arkansas	5	5	0	0	0	0	5	0	0	0	5	5	15	10
California	30	20	0	0	0	0	30	11	0	0	15	2	75	33
Colorado	15	8	0	0	5	4	20	5	0	0	10	4	50	21
Connecticut	20	9	0	0	0	0	20	0	80	15	15	2	135	26
District of Columbia	0	0	0	0	0	0	0	0	25	14	0	0	25	14
Delaware	5	0	0	0	0	0	10	0	15	7	5	0	35	7
Florida	35	13	0	0	10	0	30	13	0	0	35	12	110	38
Georgia	25	0	0	0	0	0	25	11	45	20	0	0	95	31
Hawaii	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	25	9	0	0	0	0	0	0	25	9
Illinois	20	8	90	32	0	0	15	9	0	0	0	0	125	49
Indiana	20	10	0	0	15	0	25	12	0	0	5	4	65	26
Iowa	20	13	0	0	65	31	5	4	0	0	5	5	95	53
Kansas	15	10	0	0	10	4	5	0	0	0	0	0	30	14
Kentucky	15	2	15	10	0	0	15	5	70	32	5	0	120	49
Louisiana	15	5	30	14	10	5	20	4	75	7	11	11	161	46
Maine	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	15	15	10	7	5	0	25	7	0	0	30	11	85	40
Massachusetts	20	10	0	0	0	0	20	0	50	18	30	14	120	42
Michigan	20	10	10	5	80	29	20	8	15	13	10	5	155	70
Minnesota	0	0	10	0	15	4	20	0	75	16	5	0	125	20

Mississippi	5	0	0	0	0	0	20	5	0	0	0	0	25	5
Missouri	10	4	5	0	15	0	0	0	60	32	0	0	90	56
Montana	5	0	0	0	25	0	0	0	0	0	0	0	30	0
Nebraska	20	11	0	0	0	0	15	10	0	0	0	0	35	21
Nevada	15	9	5	4	0	0	30	22	0	0	0	0	50	35
New Hampshire	15	15	0	0	0	0	0	0	0	0	0	0	15	15
New Jersey	20	14	0	0	0	0	25	15	0	0	10	0	55	29
New Mexico	10	5	0	0	0	0	0	0	10	0	0	0	20	5
New York	30	12	0	0	10	0	30	16	90	39	35	9	195	75
North Carolina	60	26	30	13	40	7	20	0	0	0	0	0	150	46
North Dakota	15	5	0	0	40	9	0	0	0	0	0	0	55	14
Ohio	45	23	0	0	85	27	30	18	10	8	35	27	205	103
Oklahoma	15	5	0	0	0	0	20	10	0	0	5	0	35	15
Oregon	40	27	15	7	20	8	15	13	0	0	0	0	90	55
Pennsylvania	15	4	0	0	90	32	20	4	60	14	30	19	215	73
Rhode Island	15	9	0	0	0	0	5	0	5	0	0	0	25	9
South Carolina	15	0	0	0	0	0	25	9	0	0	0	0	40	0
South Dakota	15	10	0	0	10	0	15	0	0	0	0	0	40	25
Tennessee	15	10	10	9	5	0	20	13	20	0	5	5	75	37
Texas	15	5	0	0	0	0	20	15	0	0	0	0	35	20
Utah	40	14	0	0	0	0	20	10	0	0	0	0	60	24
Vermont	0	0	0	0	5	5	0	0	0	0	0	0	5	5
Virginia	15	8	0	0	0	0	20	10	25	3	0	0	60	21
Washington	25	23	0	0	10	9	0	0	0	0	0	0	35	32
West Virginia	20	8	0	0	20	8	20	5	30	24	0	0	90	45
Wisconsin	10	5	0	0	0	0	20	5	0	0	0	0	30	10
Wyoming	10	10	30	17	0	0	0	0	0	0	0	0	40	27
TOTALS*	500	256	90	50	335	106	370	174	250	88	120	60	3705	1405

TABLE D

NUMBER OF RESPONDENTS RECEIVING AND RETURNING QUESTIONNAIRES
BY STATE AND TYPE OF SCHOOL

Student

	Type of School													
	Urban Comprehensive		Rural Comprehensive		Rural General Academic		Urban General Academic		Area Vocational		Urban Vocational		Total*	
State	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned
Alabama	40	10	100	29	130	30	40	0	0	0	20	0	330	69
Alaska	50	19	0	0	0	0	30	7	0	0	0	0	0	0
Arizona	40	19	0	0	0	0	40	20	0	0	0	0	80	39
Arkansas	10	10	0	0	0	0	10	0	0	0	10	9	30	19
California	60	39	0	0	0	0	60	28	0	0	30	5	150	72
Colorado	30	18	0	0	10	8	40	9	0	0	20	8	100	43
Connecticut	40	17	0	0	0	0	40	9	160	39	30	9	270	74
District of Columbia	0	0	0	0	0	0	0	0	50	29	0	0	50	29
Delaware	10	0	0	0	0	0	20	0	30	17	10	0	70	17
Florida	70	20	0	0	20	0	60	29	0	0	70	30	220	79
Georgia	50	0	0	0	0	0	50	30	90	39	0	0	190	69
Hawaii	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	50	20	0	0	0	0	0	0	50	20
Illinois	40	17	180	67	0	0	30	15	0	0	0	0	150	99
Indiana	40	19	0	0	30	9	50	33	0	0	10	10	130	71
Iowa	40	30	0	0	130	77	11	11	0	0	10	8	191	126
Kansas	30	20	0	0	20	10	10	0	0	0	0	0	60	30
Kentucky	30	6	30	16	0	0	30	10	140	64	10	0	240	96
Louisiana	30	10	60	33	20	10	40	5	150	20	10	6	310	84
Maine	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	30	30	20	14	10	0	50	17	0	0	60	18	170	79
Massachusetts	40	20	0	0	0	0	40	0	100	37	61	30	241	87
Michigan	40	20	20	9	160	52	40	20	30	30	20	10	310	151
Minnesota	0	0	20	0	30	9	40	0	150	33	10	0	250	42

Mississippi	10	0	0	0	0	0	40	10	0	0	0	0	50	10
Missouri	20	6	10	0	30	0	0	0	120	59	0	0	180	65
Montana	10	0	0	0	50	0	0	0	0	0	0	0	60	0
Nebraska	40	28	0	0	0	0	30	20	0	0	0	0	70	48
Nevada	30	15	10	9	0	0	60	37	0	0	0	0	100	61
New Hampshire	30	25	0	0	0	0	0	0	0	0	0	0	30	25
New Jersey	40	29	0	0	0	0	50	22	0	0	20	0	90	51
New Mexico	20	10	0	0	0	0	0	0	20	0	0	0	40	10
New York	60	24	0	0	20	0	60	37	180	98	70	18	390	177
North Carolina	120	54	60	37	80	19	40	0	0	0	0	0	300	110
North Dakota	30	10	0	0	80	15	0	0	0	0	0	0	110	25
Ohio	90	52	0	0	170	55	60	41	20	19	70	49	410	216
Oklahoma	30	10	0	0	0	0	40	20	0	0	10	0	80	30
Oregon	80	59	30	13	40	18	30	28	0	0	0	0	180	118
Pennsylvania	30	18	0	0	180	68	40	6	120	38	60	37	430	167
Rhode Island	30	19	0	0	0	0	10	0	10	0	0	0	50	19
South Carolina	30	0	0	0	0	0	50	19	0	0	0	0	80	19
South Dakota	30	20	0	0	20	0	30	0	0	0	0	0	80	20
Tennessee	30	20	20	19	10	0	40	25	40	0	10	8	150	72
Texas	30	20	0	0	0	0	40	20	0	0	0	0	70	40
Utah	80	19	0	0	0	0	40	20	0	0	0	0	120	39
Vermont	0	0	0	0	10	0	0	0	0	0	0	0	10	0
Virginia	30	19	0	0	0	0	40	20	50	10	0	0	120	49
Washington	50	48	0	0	20	20	0	0	0	0	0	0	70	68
West Virginia	40	17	0	0	40	20	40	10	68	48	0	0	188	95
Wisconsin	20	8	0	0	0	0	40	8	0	0	0	0	60	16
Wyoming	20	20	60	41	0	0	0	0	0	0	0	0	80	61
	1678	878	620	286	1360	427	1511	603	1528	579	631	255	7318	3038

TABLE E

NUMBER OF RESPONDENTS RECEIVING AND RETURNING QUESTIONNAIRES BY STATE AND TYPE OF SCHOOL

Parent

	Type of School													
	Urban Comprehensive		Rural Comprehensive		Rural General Academic		Urban General Academic		Area Vocational		Urban Vocational		Total*	
State	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned	Received	Returned
Alabama	20	1	50	15	65	15	20	0	0	0	10	0	165	31
Alaska	25	16	0	0	0	0	15	0	0	0	0	0	40	16
Arizona	20	7	0	0	0	0	20	13	0	0	0	0	40	20
Arkansas	5	5	0	0	0	0	5	0	0	0	5	4	15	9
California	30	17	0	0	0	0	30	10	0	0	15	2	75	29
Colorado	15	10	0	0	5	4	20	4	0	0	10	3	50	21
Connecticut	20	9	0	0	0	0	20	5	80	17	15	5	135	36
District of Columbia	0	0	0	0	0	0	0	0	25	10	0	0	25	10
Delaware	5	0	0	0	0	0	10	0	15	7	5	0	35	7
Florida	35	15	0	0	10	0	30	14	0	0	35	15	110	44
Georgia	25	0	0	0	0	0	25	8	45	18	0	0	95	26
Hawaii	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	25	9	0	0	0	0	0	0	25	9
Illinois	20	10	90	31	0	0	15	9	0	0	0	0	125	50
Indiana	20	10	0	0	15	0	25	7	0	0	5	3	55	20
Iowa	20	13	0	0	65	36	5	4	0	0	5	4	95	57
Kansas	15	9	0	0	10	5	5	0	0	0	0	0	30	41
Kentucky	15	4	15	10	0	0	15	5	70	31	5	0	120	50
Louisiana	15	4	30	17	10	5	20	3	75	15	5	1	155	45
Maine	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	15	15	10	10	5	0	25	9	0	0	30	11	85	45
Massachusetts	20	10	0	0	0	0	20	0	50	14	30	14	120	38
Michigan	20	9	10	5	80	23	20	11	15	12	10	5	155	65
Minnesota	0	0	10	0	15	4	20	0	75	18	5	0	125	22

Mississippi	5	0	0	0	0	0	20	3	0	0	0	0	25	3
Missouri	10	1	5	0	15	0	0	0	60	27	0	0	90	28
Montana	5	0	0	0	25	0	0	0	0	0	0	0	30	0
Nebraska	20	10	0	0	0	0	15	10	0	0	0	0	35	20
Nevada	15	8	5	4	0	0	30	16	0	0	0	0	50	28
New Hampshire	15	13	0	0	0	0	0	0	0	0	0	0	15	13
New Jersey	20	14	0	0	0	0	25	11	0	0	10	0	55	25
New Mexico	10	5	0	0	0	0	0	0	10	0	0	0	20	5
New York	30	11	0	0	10	0	30	17	90	39	35	10	195	77
North Carolina	60	27	30	14	40	10	20	0	0	0	0	0	150	51
North Dakota	15	5	0	0	40	7	0	0	0	0	0	0	55	12
Ohio	45	25	0	0	85	23	30	20	10	9	35	23	205	100
Oklahoma	15	5	0	0	0	0	20	6	0	0	5	0	40	11
Oregon	40	30	15	9	20	6	15	13	0	0	0	0	90	58
Pennsylvania	15	14	0	0	90	37	20	4	60	18	30	18	215	91
Rhode Island	15	10	0	0	0	0	5	0	5	0	0	0	25	10
South Carolina	15	0	0	0	0	0	25	8	0	0	0	0	40	8
South Dakota	15	10	0	0	10	0	15	0	0	0	0	0	40	10
Tennessee	15	10	10	10	5	0	20	13	20	0	5	5	75	38
Texas	15	5	0	0	0	0	20	13	0	0	0	0	35	18
Utah	40	8	0	0	0	0	20	9	0	0	0	0	60	17
Vermont	0	0	0	0	5	0	0	0	0	0	0	0	5	0
Virginia	15	8	0	0	0	0	20	9	25	4	0	0	60	21
Washington	25	21	0	0	10	8	0	0	0	0	0	0	35	29
West Virginia	20	7	0	0	20	9	20	3	30	22	0	0	90	41
Wisconsin	10	4	0	0	0	0	20	3	0	0	0	0	30	7
Wyoming	10	9	30	15	0	0	0	0	0	0	0	0	40	24
TOTALS*	875	425	310	139	680	187	755	281	760	261	310	116	3690	1409

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